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This report, the third in a series of ten, was prepared by the Steering Committee, the Study of Education, at Stanford. The series, based on the concept that education should be a continuous process of discovery throughout life, sets forth recommendations for strengthening the academic enterprise of Stanford University. Focusing on housing facilities and campus life, this report suggests ways in which Stanford may realize a stated ideal of connecting its living, learning, social, and intellectual facilities. The Committee suggests that the University offer a variety of housing arrangements, on and off campus, so that each student may select the kind of residence that best suits his individual needs and aspirations. The report presents 14 recommendations for improved junior faculty, undergraduate, graduate, and foreign student residences, eating facilities and clubs, and proposes the creation of a permanent committee on university residences and campus life. The next 5 recommendations propose the construction of a campus "Main Street," the buildings, service facilities, and cultural programs of which would contribute to the education of those who use them. The last recommendation directs the proposed committee to study problems affecting the campus community. Written requests for copies of this report may be sent to: Study of Education at Stanford, Room 107, Building 10A, Stanford University, Stanford, California 94305. [Not available in hard copy due to marginal legibility of original document] (WM)

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The Study of Education at Stanford

Report to the University

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III

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The Study of Education at Stanford: Report to the University III University Residences & Campus Life

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Preface

This is one of a series of reports, which we submit to the University community for its consideration. The first of our reports, *The Study and Its Purposes*, stated the general premises on which our recommendations turn. The remainder of this series, in the approximate order of issuance, includes the following:

2. *Undergraduate Education*
3. *University Residences and Campus Life*
4. *Undergraduate Admissions and Financial Aid*
5. *Advising and Counseling*
6. *The Extra-Curriculum*
7. *Graduate Education*
8. *Teaching, Research, and the Faculty*
9. *International Education*
10. *Government of the University*

Comments on these reports, and requests for copies, should be addressed in writing to Study of Education at Stanford, Room 107, Building 10A, Stanford University, Stanford, California 94305.

Steering Committee
The Study of Education at Stanford

November 1968

Steering Committee
The Study of Education at Stanford

Herbert L. Packer, *Chairman*
Professor of Law and Vice Provost

Norton T. Batkin III
Undergraduate student in Philosophy

James F. Gibbons
Professor of Electrical Engineering

Albert H. Hastorf
Executive Head and Professor of Psychology

Joshua Lederberg
Executive Head and Professor of Genetics

Mark Mancall
Associate Professor of History

Michael M. Menke
Graduate student in Physics

Anne G. Osborn
Graduate student in Medicine

Leonard I. Schiff
Professor of Physics

Robert R. Hind
Staff Director, Study of Education at Stanford

University Residences & Campus Life

Report
of the
Steering Committee

Introduction

In the first of these *Reports to the University*, we have stated our general convictions about the nature of education and of the University. We expressed the view that "the University can never educate in the true sense of the word, but it can supply the environment and the means necessary to insure that those who have come here may educate each other and themselves." In this report, we deal with some aspects of the environment in which this process occurs. The residential arrangements that the University affords have a considerable capacity for either increasing or diminishing the ability of students to educate themselves and each other. Other aspects of the campus environment—especially those that affect one's sense of "community"—have a similar capacity. There is a difficult but essential balance between privacy and community that needs to be struck. The recommendations that follow seek to enhance both these values.

These recommendations are based on the very substantial work done by two SES topic committees: the Committee on Residence Programs and Policies, chaired by Lewis W. Spitz, and the Committee on Campus Environment, chaired by Matthew S. Kahn.

The members of the Committee on Residence Programs and Policies were:

Lewis W. Spitz, *Chairman*, Associate Executive Head and Professor of History
Susan K. Horst, Undergraduate student in English
Jan Jacobi, Undergraduate student in History
Donald Kennedy, Professor of Biology and Executive Head of Biological Sciences
Richard C. Levin, Undergraduate student in History
Michael M. Menke, Graduate student in Physics
B. Davie Napier, Dean of the Chapel and Professor of Religion
David F. Pugh, Undergraduate student in General Studies
Edward A. Scoles, Assistant Business Manager, University Housing
Vance C. Simonds, Jr., Undergraduate student in History
Joel P. Smith, Dean of Students and Associate Provost
John M. Trimbur, Undergraduate student in History
Sidney Verba, Professor of Political Science
Douglass J. Wilde, Professor of Chemical Engineering
Eugene England, Staff member, graduate student in English

The members of the Committee on Campus Environment were:

Matthew S. Kahn, *Chairman*, Professor of Art
Bruce G. Hinchliffe, Director of the Annual Fund and Associate General Secretary
Elliott Levinthal, Senior Research Associate, Genetics
Patrick M. McConeghy, Undergraduate student in Modern European Languages
Charles J. Meyers, Professor of Law
Ann Rosener, Designer, General Secretary's Office
Priscilla A. Schumaker, Undergraduate student in History
Neil A. Stillings, Graduate student in Psychology
Lorie Tarshis, Executive Head and Professor of Economics
Philip Taubman, Staff member, undergraduate student in General Studies

We are grateful to all of them for the contribution they have made. Their reports are reproduced in full immediately following the Summary of Recommendations. In addition to their reports we have reproduced some of the underlying data with which they worked, including excerpts from a report on a questionnaire survey of student attitudes toward residence arrangements.

University Residences

In its final report to the Steering Committee of the Study of Education at Stanford, the Committee on Residence Programs and Policies has affirmed the ideal of the residence university as it is stated in the University's Information Bulletin: "living and learning, social and intellectual life should not be separate but together." The Steering Committee shares this ideal, and we endorse the general principles set forth in the Residence Committee's report. We have studied and debated their proposals and present here those recommendations that we believe will best contribute to the realization of the residence ideal.

In the introduction to this report, which deals with the campus community, and in a more general way, in our first report, *The Study and Its Purposes,* we have expressed our understanding of the problems that face the University and the conceptions of the University that should guide us in this time of necessary change. These conceptions may be summarized here briefly.

Our first and primary recommendation concerning residence policies is based on our belief that each student should have the freedom to choose whatever kind of residence he believes will best accommodate his particular talents and interests and most enhance his intellectual, spiritual, and humane development: that is to say, his education. It is the University's responsibility to provide a diversity of opportunities, consistent with its character as an educational institution, from which the student may choose those that best suit his individual aspirations and needs. This range of choice specifically includes the option of living off the campus for those students who believe

their education will be best served in this way. The University should offer a variety of on-campus residence opportunities, available in such proportion that each student can live in circumstances he has selected through informed choice. We therefore recommend that:

1. Housing arrangements should be guided by student preferences. Students must always be able to select from a variety of residence alternatives, which should include residences integrated across class years; coeducational residences, as well as those made up of men or women residents only; and finally, residences that promote different kinds and levels of intellectual and educational activities.

Committee on University Residences and Campus Life

It is a common practice for university committees to conclude their reports with a statement of unfinished business and the proposal that a new committee be established. We alter this order of events by proposing near the outset of this report that a permanent committee be established to concern itself with residence and community problems. We choose this sequence in part because we wish to stress the importance of such a committee, and also because a number of the recommendations which follow depend upon the existence of a standing committee for their proper execution. We recommend that:

2. The Senate of the Academic Council should immediately create a permanent committee to deal with all aspects of the residence programs and community facilities, including the development of current policy and planning for the future. This Committee on University Residences and Campus Life should include student representatives with full voting privileges.

University Undergraduate Residences

Early in its career, the Residence Committee was called upon to contribute to the solution of immediate residence problems: to help make the University's residences more attractive places to live, more responsive to students' prefer-

ences and needs, and more nearly consistent with the University's educational purposes. The Committee accepted the call both because any immediate decisions concerning residence programs would, in all likelihood, influence long-range planning, and because immediate changes in Stanford's residence programs seemed both necessary and possible. A detailed description of its work can be found in the Committee's report.

Judging from reactions of resident students and others in the University, the work of the Residence Committee in short-range planning has been both highly successful and indicative of the changes that need to be made in our residence policies. In particular, we believe their work has shown that coeducational residences and the inclusion of members of various classes, including freshmen, in the same residence are highly desirable policies, and that a component of academic programs in the residences helps to create an environment in which living, learning, and social activity form a unity of experience.

In support of this belief, we note that these policies of the Residence Committee transformed Branner, Stern, and Wilbur (or, to be precise, certain houses of the latter two) into highly popular residences. We further note that as a result of the Residence Committee's sensitivity to student interests, campus living has become far more attractive than in the past (see the appendix for results of a survey of student residence preferences), so much so that present facilities are not adequate to accommodate all students who wish to live on campus. In fact, a number of campus residences now have waiting lists of students exiled to the custody of landlords in Palo Alto and other neighboring communities, not by the students' own volition, but because Stanford cannot provide for them. Accordingly, we recommend that:

3. As a matter of highest priority, the University should undertake the construction of new coeducational residences for about 500 undergraduates. The design of these residences should provide for the privacy of single rooms combined with facilities for entertaining. A plan worthy of consideration is one that groups 6 to 8 single rooms around a lounge and kitchenette and at the same time provides the usual advantages of a dormitory by including dining halls of sufficient number to accommodate the residents.

Having made this recommendation, we wish to make a number of observations related to it. First, this proposal, if accepted, would necessitate some modification in the present plans for the Moore and Jacks residence halls. The number of student residents who could be accommodated would remain about the same. However, plans for faculty resident quarters should be abandoned because the faculty resident program has proved to be an expen-

sive but often ineffectual way of promoting closer faculty-student relations. A more realistic way of promoting these relations, and one that serves other purposes as well, is the proposal for junior faculty housing that we recommend below. We would also propose that single-purpose seminar rooms in the present Moore and Jacks plans be replaced by more varied and adaptable space that could be used for seminars, as meeting rooms, and for craft facilities.

Second, with respect to the type of construction of these new residences, we see no need to build for the ages in steel and concrete, in such a way that functional obsolescence is likely to precede obsolescence through deterioration. The new residences should be flexible in design and construction to allow for variation and experimentation to correspond to the quite probable changes in student preferences and needs. Otherwise the new residences may, like many of the older ones, inhibit change and improvement that the future will require. A university, like its students, should be able to correct its mistakes.

The above recommendation is not intended to suggest that off-campus residence should be eliminated. It should certainly remain as an open alternative, but it should not be a necessity. However, we do believe the University should provide all new undergraduate students with on-campus residences during their first year at Stanford. New transfer students should have the opportunity to live on campus on first arrival. We urge continuation of the policy of requiring, except in extraordinary circumstances, that all freshmen reside on campus during their first year so that they may more easily become acquainted with the University and involved in the Stanford community.

Finally, even though our recommendation on construction of undergraduate residences is intended to reduce a deficiency in number, we note that there is also a marked deficiency in the quality of some present residences. Many of them fall short of the minimum standards of privacy and comfort desirable for learning: Sparta may have had its successes, but it was not renowned for its intellectual achievements. The greatest need is for added undergraduate housing of the type described in our recommendation above, but upgrading of present residences must also be considered in the near future.

Presently available resources dictate the continued use of existing residences, but they must be greatly improved to make them as attractive and livable as possible. In particular, we believe that each student should have some place of relative privacy, some place where he can study, write, think,

and live, sometimes in solitude, away from the noise of the crowd, away from barely perceptible but annoying sounds that accompany the studying, writing, thinking, and living of anyone but himself. We therefore recommend that:

4. The occupancy rate in existing residences should be reduced, and double rooms should be replaced by either single rooms or suites of rooms for several students, in order to insure each student some degree of privacy.

Junior Faculty Residences

Concurrent with the construction of the new undergraduate residences described above, we recommend that:

5. At least 50 apartment units should be constructed adjacent to the new undergraduate residences proposed above. These would be available for occupancy by younger faculty members and graduate students, in that order of priority.

This would serve two purposes. First, it would offer younger faculty members and graduate students a greater opportunity to live on campus and to become more closely involved in campus life. The University, at the present time, makes very good provision for campus housing of faculty members who can afford to build or purchase a home; it should make equivalent provision for junior faculty members whose financial circumstances bar them from home ownership. Secondly, we believe that proximity might encourage some degree of communication between faculty and student residents without artificiality or compulsion on either side. Faculty members could become involved with students and with the residences as much or as little as they like, supplementing regular residence associate programs. We believe that such a plan is preferable to and certainly more economically realistic than extensive dependence on in-house faculty residents, an arrangement that has yielded uneven benefits. If the plan proves successful, we propose that additional apartments for younger faculty members and graduate students be constructed near the student residences in the future to accommodate interest and need.

There has been much interest expressed in recent years in the construction

of additional apartments on campus, financed, perhaps, by private capital and for rent to both undergraduate and graduate students. That many undergraduates prefer off-campus apartment living is taken by some to indicate a need for such facilities. We believe that there is now a sufficient number of apartment units near the campus to accommodate this need, and we suspect that the number of apartments in surrounding communities will grow in the future to appease a hungry market. It is our impression that a good many students who now choose apartment living wish to live entirely away from the campus itself, free from any real or imagined University domination.

For these reasons and because, quite frankly, we have little knowledge of what arrangements could be made with apartment investors, we cannot recommend either positively or negatively in this matter. We believe that the provision of kitchenette facilities in residence halls and the availability of apartments in the surrounding community will accommodate, in some degree at least, the desires of most undergraduate students for apartment living. The possibility of privately financed, on-campus apartments, and dormitories as well, should, however, remain open: it requires a systematic, thorough study, which we have not been able to give it, and it may in the future offer an attractive solution to a shortage of apartments in the surrounding area. We leave the matter, therefore, to the study and discretion of the proposed Committee on University Residences and Campus Life.

Graduate Student Residences

We do see, however, a great need for additional on-campus apartments for graduate students. At present, only a small fraction of the graduate student body is able to find housing on campus. We therefore recommend that:

6. The construction of apartment units for graduate students should be continued as rapidly as federal loan funds become available for this purpose.

Foreign Students

The University has a great number of foreign students in attendance, only a small number of whom live in University residences. We believe that such a

situation is both ungracious to those who have come to Stanford from abroad and wasteful of an unusual learning opportunity for both foreign and American students. The Residence Committee has proposed the establishment of international houses, the residents of which would be half foreign students and half Americans. We agree with the intention of this proposal, but we believe that foreign students should live in all student residences, not in certain designated houses. This would provide to all students the widest possibility of benefit from interaction with those of different cultural and national associations. We recommend that:

7. Because the purposes of education for both American and foreign students will best be served by the creation of a truly cosmopolitan, intellectual community at Stanford, sufficient space should be provided in all Stanford student housing to accommodate foreign students who wish to live on campus. The allotment of housing space should be accomplished without reference to distinctions between American and foreign students. This principle should inform housing policies on both the graduate and the undergraduate level.

Residence Priorities

There has been no new construction of open University housing since the completion of Stern and Florence Moore Halls a decade ago. Available spaces have even declined with the phasing out of some Row houses. In the last decade the University has assisted 13 fraternities in the construction of new houses accommodating some 650 students. The time is at hand for a reversal of priorities. We recommend that:

8. First priority should be given to planning and fund raising for the new student and faculty residences proposed above and for improvement of existing residences.

Eating Clubs

The Stanford Eating Clubs have proved a valuable and viable component of the University's residence program. They should be encouraged to continue their present operations and may serve as models for dining arrangements in

new residence complexes. For a number of years the clubs have sought funds, without great success, to replace their present facilities. We believe that such new facilities might well be incorporated into future residences. We recommend that:

9. Representatives of the eating clubs should be invited to participate in all stages of planning for new residences with the hope that new facilities for the clubs may be planned to complement the new residential complexes.

We concur with the Residence Committee's suggestion that the eating clubs might provide a nucleus for student-run cooperative residences. We encourage at least some of the clubs to adopt immediately a cooperative kitchen-dining plan, by which all members contribute services to keep costs as low as possible. Such a plan would respond to many students' expressed interest in cooperatives and would, perhaps, serve as a first step toward the establishment of cooperative residences. The clubs' existing financial dilemma derives from an unfortunate economic fact: while small kitchens (the clubs serve from 40 to 70 students each) reduce the distasteful aspects of mass eating, they are more expensive than assembly-line, one-spoonful-per-plate operations. The cooperative plan may help relieve the problem, to some degree at least.

Fraternities

In the introduction to this section of our report, we have expressed our belief that the University should provide a diversity of residence opportunities and that these residences should be consistent with the University's character as an educational institution. By living together, by working in some common activity, by meeting and conversing in an environment of common interest, students may come to know one another and may remove some of the limitations imposed by their previous experiences and ideas. This, we believe, can contribute much to intellectual growth.

We make the following recommendations with respect to fraternities on the basis of this belief. Our decisions, based on the Residence Committee report, were arrived at only after very lengthy debate. They are, we believe, the most moderate possible in light of our premises and of the deficiencies that many recent studies have identified in the fraternity system at Stanford and else-

where. There were those among us who proposed a far more drastic solution to the problem.

Fraternity living provides, and may continue to provide, one of the options in Stanford's pluralistic residence plan: it can be an attractive alternative for many students. But there are these severe shortcomings present in varying degrees in the various houses:

1. Vestiges of racial and religious discrimination, in charters and in practice.

2. The promotion, in many instances, of an anti-intellectual atmosphere quite out of keeping in a university.

3. A selection mechanism that is out of character with an open university, a university that assumes fundamentally the individuality and worth of each student.

Some fraternities have made major improvements in their programs. Service projects, academic programs, and coeducational plans may serve as examples. We urge the fraternities, individually and collectively, to build on these examples and to explore other alternatives to find new patterns that will best serve the purposes of the University. We call attention as well to the questions and suggestions expressed in the Residence Committee report. Fraternities must take it upon themselves to eliminate their shortcomings. We recommend that:

10. The fraternities should take immediate action toward the complete elimination of discriminatory clauses in their local or national charters. If national organizations refuse to make appropriate changes in their charters, fraternities should be required to disaffiliate. Immediate action should also be taken to eliminate any *de facto* discrimination on racial or religious grounds. If any fraternity retains a policy of either *de facto* or *de jure* discrimination, as determined by the Committee on University Residences and Campus Life, which should have oversight, it should be required to leave the campus.

11. The fraternities should take positive steps, in cooperation with academic departments, individual faculty members, and the office of the Dean of Students to adopt in-house programs and service activities consistent with the character of the University.

12. The fraternities should be required to adopt a mutual preference system for the recruiting of new members that would take into account the desires of prospective members and the preferences of a majority of fraternity members and that would provide all students who wish to live in fraternities equal access to membership in some fraternity. Such a system should be conducted by the Dean of Students' Office with the advice of the Committee on University Residences and Campus Life.

We believe that a mutual preference system for fraternity membership could prove to be an effective compromise between, on the one hand, the abolition of fraternities and, on the other, the present, undesirable situation. The new system might work in the following way. All students who wish to join fraternities would participate, if necessary, in a preliminary, random draw, to reduce their number to the number of places available in the fraternities. All who survived this first draw would then be assured a place in some fraternity. Each prospective member would rate the fraternities by his order of preference and so inform the Dean of Students' Office. Fraternity members would individually and secretly indicate their preference among the prospective members. These individual preferences would be aggregated mechanically by the Dean of Students' Office to form the rating scale of the fraternity as a whole, which would be kept strictly confidential. The Dean of Students' Office would then employ computer techniques to assign each prospective member to a fraternity matching, as nearly as possible, his preferences with those of the fraternities. We are persuaded that such a system is worth a try as a workable compromise. If this does not prove to be the case, perhaps a straight draw system is the only possible and effective alternative. We urge that the Dean of Students' Office actively cooperate in accomplishing the above steps, working both with fraternity representatives and the faculty.

It is our hope that the fraternities will seek a constructive and worthwhile place in the University and that they will use the detailed plans proposed in the Residence Committee's report as guidelines to reform.

Eating Facilities

At the present time there are many separate, closed, food-service systems on the campus. The University several years ago initiated a meal-exchange program, which permits its boarders to eat in dining halls other than their own.

This arrangement has done much to increase free interchange among students and to strengthen a sense of campus community. The eating clubs have recently initiated a meal exchange with University residences. Yet the fraternities remain outside this exchange system, each operating its own closed dining hall. A campus-wide, meal-exchange program has never been attempted, due primarily to the difficulty of balancing costs among units charging different prices and following different practices. Yet we are persuaded that this campus possesses sufficient ingenuity to work out a campus-wide, meal-exchange plan that would be equitable to all. The value of such a scheme in building a greater sense of community would seem to make it worth the effort. We recommend that:

13. The University Business Office, the fraternities, and the eating clubs should work together to expand the present University meal-exchange program to permit students in University residences, eating clubs, and fraternities to eat in one another's dining halls.

Current University practice seeks to retain small food-service units. Although central kitchens serve the several dining halls in the Wilbur, Stern, and Florence Moore complexes, each of the remaining University residences has its own kitchen and staff of food-service personnel. The consequent proliferation of staff and high food-preparation costs result in a quarterly board fee of $220, high in comparison with other universities but reasonable in light of the potential autonomy of smaller food-service units.

Small, high-cost units are justified on the ground that they can be more responsive to consumer wishes and can minimize the institutional character of mass feeding. But at the same time, all units are expected to conform, by and large, to a campus-wide menu planned in a central office as a matter of economy. If economy is the prime object, we should move toward one or two central kitchens preparing identical fare for each dining hall; if diversity and reduction of the institutional character of meals are the goals, then individual units should be more responsive to student preferences, expressed in some systematic way. We prefer the latter course.

A more flexible use of our present facilities might permit each student to purchase only the services he needs or can afford. The option of purchasing only one or two meals per day is a possibility. Another is providing a choice of a light or heavy meal at certain times, with prices scaled accordingly. We have not examined the problems sufficiently to make specific proposals, but we recommend that:

14. The operation of University food services should be studied by the Committee on University Residences and Campus Life, in cooperation with the Business Office, with the object of increasing the autonomy and responsiveness of individual units, and of providing wider meal-purchase options to students.

The Campus Community

The addition of new residences and the residence policies that we have recommended in the preceding section of this report would, we believe, greatly improve the quality of campus life. But the residences, however important, are only one aspect of what we consider our larger concern: the sense of community among the faculty and students of the University. Compared to most other major universities in America, Stanford is in a peculiar position: we have no Cambridge or Berkeley, and certainly no New York or Chicago around the corner and across the street to provide the amenities of urban centers. The University is attached by a number of rather lengthy umbilical cords to suburban communities, which, while relatively quiet and extraordinarily prosperous, are also, to be frank, a little dull. The lights of San Francisco provide occasional, sometimes frequent diversion for those who tire of suburban tranquility, and certainly the attractions of the city make the distance seem easily overcome. Nonetheless, the thirty-mile northward excursion cannot be a daily affair. The disadvantages of Stanford's position are obvious enough: it is as solitary as an oyster, but not so self-contained. But there are compensating advantages in some degree of solitude, if by solitude we mean something different from isolation. The University cannot and should not avoid its necessary involvement in the problems and conflicts of society; to do so would further ignorance, not education. But relative solitude may, indeed, contribute to the sense of community among the University's faculty and students, the sense that we are all in the same boat intellectually, that we are engaged in a common endeavor to learn and understand.

Stanford, because of its solitude, has a unique opportunity to create an academic community in which buildings, service facilities, and cultural programs contribute to the education of those who use them. The following recommendations, based on the report of the Campus Environment Committee, are directed to this end.

A Community Center

Tresidder Union and the Faculty Club provide an invaluable service to the University: they are places where people may eat, drink, argue, and discuss during the course of the day. We believe that other such facilities should be provided by the University, that there should be other places on campus, other focal points of campus life that, at once, supply needed services to the community and a chance to meet other students and faculty members while buying a record or a book, seeing a film (at a comparatively moderate price), or drinking coffee. Such facilities would not only contribute to the convenience and amenities of campus life; they would also provide a center of meeting and communication, a community center for those involved in the University. We recommend that:

15. The University should construct a campus "Main Street" of shops and other facilities between Dinkelspiel Auditorium and Campus Drive, paralleling Lasuen Street, and opposite the planned new Music Building. This Main Street might include such facilities as a cooperative, general-merchandise store, a coffee house, a second-hand bookstore and art print shop, and a pizzeria or similar eating establishment.

All of the buildings should be built as a University endowment investment and designed to be as aesthetically pleasing and inviting as their function intends. The cooperative store could be organized along the lines of similar cooperatives at other major universities. The bookstore and eating establishments could be leased to private operators or to voluntary campus groups with, of course, adequate and appropriate price limitations. This cluster of facilities might also include a movie theater, which could serve also as a lecture hall, a much-needed academic facility.

Escondido Village Center

There is, we believe, a need for a sort of village center in Escondido Village to help transform this collectivity of residence units into something resembling the campus town proposed by the Residence Committee. The construction of recreational and service facilities would add to the quality of life in the area and would provide experience to permit evaluation of the campus town idea. We recommend that:

16. The University should construct meeting rooms, recreation facilities, and a swimming pool near the center of Escondido Village. The University should discuss with the residents of Escondido Village and the faculty-staff residential areas the possibility of establishing a branch of the Palo Alto Cooperative Store, or a similar market, in the Escondido area.

The Architecture of Campus Buildings

Because the University is a place where people live and work, a community of people concerned with education, one would hope that its buildings would be both attractive and functional, that they would meet the needs and please the aesthetic sensibilities of those who use them. The original quadrangle stands as an architectural landmark and monument whose arches and arcades are as pleasing today as at the time of the Quad's construction. Its individual buildings are gradually being reconstructed, but at very substantial cost. This reconstruction is essential and the cost of preserving the Quad justified, but it does call attention to two existing problems. First, there is the superficial design identification with elements of the Quad's "Richardson Romanesque" in new construction; this design problem we deal with below. The second is the tendency to reproduce the aura of durability presented by the Quad, to wrap the University in concrete and steel, which does not yield easily to changing needs.

Stanford's present buildings can be compared more accurately with a suit of armor, durable but restricting, than to a modern suit of clothing, which can be altered, mended, and replaced when it has outlived its utility. Particularly

at this time, when education and educational institutions are changing so rapidly, when new disciplines are being created and old disciplines are expanding to new methods and areas of concern, the University's buildings should be, above all things, flexible. They should allow easy and economical remodeling and alteration to meet our changing needs. And should the University find that the limits of flexibility have been reached in a building, it should be able to contemplate replacement as a realistic alternative. With the Campus Environment Committee, we believe that the University should build to meet immediate and immediately foreseeable needs, rather than future needs that we cannot possibly predict. Our primary concern should not be permanence, but adaptability, economy, and attractiveness. We recommend that:

17. University buildings should be designed to allow the greatest possible flexibility and change; and more economical construction techniques and materials should be employed so that buildings can be replaced when they have outlived their usefulness.

It is difficult to find a felicitous term to describe the kind of buildings we have in mind. Perhaps the best is "limited-life" buildings, built to last a generation or longer, but not forever. This does not mean, of course, that we recommend covering the campus with jerry-built shacks and quonset huts. There is, we believe, a wealth of new construction techniques and materials that allow attractiveness, adaptability, and economy and avoid both the monumental and the ugly.

To insure that new buildings are designed with imagination and skill, that they be both aesthetically pleasing and practically useful, we believe that the University should institute a new method for selecting the architects of its future building projects. The University has apparently been reluctant, in the past, fully to utilize the great skills and artistry of modern architecture. We believe that the University should summon a little courage, a new willingness to experiment, and a new trust in architects who can combine, with imagination, whatever should be preserved in Stanford's architectural tradition and the best in modern design and techniques. Artists can seldom do best when laymen tie their hands. We recommend that:

18. The University should establish a permanent Architectural Review Council composed of not more than five architects, architectural critics, and planners of national stature, selected by search and comparison. Approval by this Council should be a necessary step in the choice of architects for all major University building projects.

Details of this proposal and its implementation can be found in the Campus Environment Committee Report (pp. 58-61). Although we do not believe that final responsibility for architectural design can be delegated to an outside group, we see the judgment of a prestigious body of recognized architects as exerting a powerful impact through its persuasiveness. We hope that the Architectural Review Council will be established as soon as possible so that it may participate in the planning of buildings not already on the drawing board. In particular, we hope that the Council would choose the architects for the new residences and the community centers that we have recommended in the preceding section of this report.

Cultural Performances

The Campus Environment Committee has noted some of the shortcomings of the cultural life available at Stanford. We agree with these observations, and particularly with the need for an "impresario" to develop a first-rate program of on-campus cultural performances of all kinds. We recommend that:

19. The University should employ as its Director of Public Events a person experienced in arranging, promoting, and staging cultural events. He should be charged with responsibility for developing a broad program of on-campus performances by nationally noted artists and performing groups and for assisting students in their own scheduling and performances.

In carrying out his programming, the Director of Public Events should work with other colleges and universities in the region so that the collective audience potential and cost-sharing capacity of these institutions are employed in bringing high quality (and consequently high cost) performances to the campuses at prices within reach of students. He should work closely with students not only to ascertain their preferences toward outside performers, but to assist student groups in staging performances of their own. In order to support the work of the impresario, the Committee on Public Exercises should be reconstituted so that the membership is chosen primarily on the basis of interest in, and knowledge of, the performing arts. Proportionate student membership on the committee should be enlarged. Given this kind of charge and committee backing, plus a budget commitment adequate to launch a program of such caliber that it can become self-sustaining, the proposed impresario can do much to breathe life into a cultural program that enhances the campus community.

Planning for Future Action

There are any number of questions that the Steering Committee has had neither the time nor the information necessary to answer. The Residence Committee has proposed the creation of a number of campus towns consisting of clusters of residences for about 1,500 students. We believe that much can be said for this idea, that it deserves further and detailed consideration. We favor the addition of cultural and craft facilities–meeting rooms, theaters, and workshops–in conjunction with groups of residences. But any detailed recommendation in this matter must come from a group whose continuing concern is the quality of campus life.

Many matters affecting the campus environment are yet to be dealt with. Among these we consider the question of transportation most important. If present plans are pursued, motorized vehicular traffic will be eliminated from the center of the campus. This is, in many ways, an admirable objective, but some means of transportation from peripheral parking lots to the campus center and around the campus itself may have to be provided. And there should be, we believe, more convenient and regular transportation from Stanford to Palo Alto, particularly to rail and bus depots. These questions and others–the addition of more cultural and service facilities on campus, the presentation of cultural programs, and so forth–merit serious and continuous study. We recommend that:

20. The permanent Committee on University Residences and Campus Life, the creation of which we have proposed above (Recommendation 2), be

directed to study the problems of strengthening a sense of campus community including the campus-town concept, the problem of campus transportation, and the possibility of using private enterprise to construct and operate residences and cultural and service facilities on the campus.

The problem of creating a campus community, a pleasant and stimulating place in which to live and work, demands our constant concern; our recommendations on residences and the campus environment expressed above are only steps toward an objective which would become the charge of the proposed Committee on University Residences and Campus Life.

Summary of Recommendations

Residences – for immediate action

1. Housing arrangements should be guided by student preferences. Students must always be able to select from a variety of residence alternatives, which should include residences integrated across class years; coeducational residences, as well as those made up of men or women residents only; and finally, residences that promote different kinds and levels of intellectual and educational activities. (p. 6)

2. The Senate of the Academic Council should immediately create a permanent committee to deal with all aspects of the residence programs and community facilities, including the development of current policy and planning for the future. This Committee on University Residences and Campus Life should include student representatives with full voting privileges. (p. 6)

3. As a matter of highest priority, the University should undertake the construction of new coeducational residences for about 500 undergraduates. The design of these residences should provide for the privacy of single rooms combined with facilities for entertaining. A plan worthy of consideration is one that groups 6 to 8 single rooms around a lounge and kitchenette and at the same time provides the usual advantages of a dormitory by including dining halls of sufficient number to accommodate the residents. (p. 7)

4. The occupancy rate in existing residences should be reduced, and double rooms should be replaced by either single rooms or suites of rooms for several students, in order to insure each student some degree of privacy. (p.9)

5. At least 50 apartment units should be constructed adjacent to the new undergraduate residences proposed above. These would be available for occupancy by younger faculty members and graduate students, in that order of priority. (p. 9)

6. The construction of apartment units for graduate students should be continued as rapidly as federal loan funds become available for this purpose. (p. 10)

7. Because the purposes of education for both American and foreign students will best be served by the creation of a truly cosmopolitan, intellectual community at Stanford, sufficient space should be provided in all Stanford student housing to accommodate foreign students who wish to live on campus. The allotment of housing space should be accomplished without reference to distinctions between American and foreign students. This principle should inform housing policies on both the graduate and the undergraduate level. (p. 11)

8. First priority should be given to planning and fund raising for the new student and faculty residences proposed above and for improvement of existing residences. (p. 11)

9. Representatives of the eating clubs should be invited to participate in all stages of planning for new residences with the hope that new facilities for the clubs may be planned to complement the new residential complexes. (p. 12)

10. The fraternities should take immediate action toward the complete elimination of discriminatory clauses in their local or national charters. If national organizations refuse to make appropriate changes in their charters, fraternities should be required to disaffiliate. Immediate action should also be taken to eliminate any *de facto* discrimination on racial or religious grounds. If any fraternity retains a policy of either *de facto* or *de jure* discrimination, as determined by the Committee on University Residences and Campus Life, which should have oversight, it should be required to leave the campus. (p. 13)

11. The fraternities should take positive steps, in cooperation with academic departments, individual faculty members, and the office of the Dean of Students to adopt in-house programs and service activities consistent with the character of the University. (p. 13)

12. The fraternities should be required to adopt a mutual preference system for the recruiting of new members that would take into account the desires of prospective members and the preferences of a majority of fraternity members and that would provide all students who wish to live in fraternities equal

access to membership in some fraternity. Such a system should be conducted by the Dean of Students' Office with the advice of the Committee on University Residences and Campus Life. (p. 14)

Residences – for further study

13. The University Business Office, the fraternities, and the eating clubs should work together to expand the present University meal-exchange program to permit students in University residences, eating clubs, and fraternities to eat in one another's dining halls. (p. 15)

14. The operation of University food services should be studied by the Committee on University Residences and Campus Life, in cooperation with the Business Office, with the object of increasing the autonomy and responsiveness of individual units, and of providing wider meal-purchase options to students. (p. 16)

The Campus Community – for immediate action

15. The University should construct a campus "Main Street" of shops and other facilities between Dinkelspiel Auditorium and Campus Drive, paralleling Lasuen Street, and opposite the planned new Music Building. This Main Street might include such facilities as a cooperative, general-merchandise store, a coffee house, a second-hand bookstore and art print shop, and a pizzeria or similar eating establishment. (p. 18)

16. The University should construct meeting rooms, recreation facilities, and a swimming pool near the center of Escondido Village. The University should discuss with the residents of Escondido Village and the faculty-staff residential areas the possibility of establishing a branch of the Palo Alto Cooperative Store, or a similar market, in the Escondido area. (p. 19)

17. University buildings should be designed to allow the greatest possible flexibility and change; and more economical construction techniques and materials should be employed so that buildings can be replaced when they have outlived their usefulness. (p. 20)

18. The University should establish a permanent Architectural Review Council composed of not more than five architects, architectural critics, and planners of national stature, selected by search and comparison. Approval by this Council should be a necessary step in the choice of architects for all major University building projects. (p. 20)

19. The University should employ as its Director of Public Events a person experienced in arranging, promoting, and staging cultural events. He should be charged with responsibility for developing a broad program of on-campus performances by nationally noted artists and performing groups and for assisting students in their own scheduling and performances. (p. 21)

Future Planning

20. The permanent Committee on University Residences and Campus Life, the creation of which we have proposed above (Recommendation 2), be directed to study the problems of strengthening a sense of campus community including the campus-town concept, the problem of campus transportation, and the possibility of using private enterprise to construct and operate residences and cultural and service facilities on the campus. (p. 22)

Living & Learning at Stanford

Final report of the Committee on Residence Programs & Policies

Introduction

I

The Committee affirms the ideal of the residence university: that "living and learning, social and intellectual life, should not be separate but together" (*Stanford University Bulletin*). In this we concur with the ASSU Housing Commission of 1967:

> It is in the confrontation with another person—similar to him in that he is a student but of a different background and with different values and beliefs—that the individual begins to find himself and begins to realize the variety of dimensions in man. His own ideas and beliefs are challenged and rechallenged, changed and rechanged, and in the process he comes to know other people (and himself) as more than amalgamations of roles. Moreover, the same confrontation brings deeper understanding and broader and more varied perspectives to the ideas and concepts presented through the formal curriculum, making the intellectual life relevant and attractive to the individual.
>
> The optimum situation for encouraging such confrontation seems to be a group characterized by frequent contact, similar concerns, divergent opinions and attitudes, and a sense of community.

To meet its educational responsibility as a residence university, Stanford must continue to improve the residential opportunities for such integration of intellectual development and personal interaction.

This view of the residence as a learning environment prompts the Committee to articulate certain general expectations of all University residences, whatever their composition or program, with full awareness that these expectations are presently realized in different degrees and ways by each of the more than 65 living groups constituting the University residence program.

First, every residence should afford its members a sense of community, that is, a sense of living among friends instead of strangers. We look to the residences to provide an opportunity for more natural and personal relationships for every individual, with members of one's own sex as well as between men and women, and therefore encourage every residence to provide for some form of mutual participation of men and women in ways that will increase friendship, recognition of intellectual and personal aspirations, and respect for individual differences.

Second, whatever variety of residential settings is available to new students, we seek to expose them more naturally and directly to education as a process within a cohesive group whose individual interests become common opportunities. We seek residential arrangements that offer freshmen constructive support in assimilating new values and that help them deal with their natural anxieties as new University students, instead of encouraging reactionary social groupings based on pre-college background and attitudes; and we seek to offer them convincing alternatives to the merely formal and competitive aspects of intellectual activity so pervasive among entering students. We believe these aims are best realized when each freshman, whatever his particular residential setting, can enter the University quickly and effectively by engaging with a variety of more secure members of it—with upperclass students, graduates, and University faculty. We believe, too, that in encounter with freshmen, upperclassmen and others in the University will benefit from the freshness, the enthusiasm, and the capacity for change generally characteristic of entering students.

We have alluded to the importance for the freshman of personal exchange with the University faculty. This opportunity is no less important to the upperclass student. It seems to us, too, that benefits are to be derived by the teacher no less than by his student—benefits manifest in more effective teaching and learning. Because we believe that the residences are integral elements of the learning environment at Stanford, it seems to us incumbent on the University to continue to make possible and to encourage the effective participation of faculty in the residence program. But it also is incumbent on students to engage with their teachers in continuous exploration of means that will enhance and enliven the quality of that participation.

Third, in order to contribute to a living group's sense of community and to the personal growth of individuals who are participants in a university, we expect that living groups will respond positively to opportunities for intellectual and cultural growth, particularly through optional programs developed by the living groups themselves. The benefits of the residential setting, including those intended by coeducation and integration, can be best realized when individuals in a living group act together, particularly in some substantial common activity from the outset. We believe this common activity can prove successful in a variety of forms that make use of University resources and reflect the University's educational purposes but that do not necessarily involve extensive and explicit academic programs.

II

We recognize that the goals we have outlined may be realized in a variety of ways. It was our concern with maximizing their realization that led to the creation in the spring of 1967 of the demonstration houses. Three specific elements were incorporated into these houses: a) a thematic orientation, which served as a basis for the organization, by resident faculty, tutors, and other residents, of academic courses, living group projects, and loosely formed seminars and workshops; b) integration of the undergraduate classes; and c) coeducation. There has been some considerable evidence that the anticipated values of these programs are being realized. The houses are characterized by an unusual vitality, engendered by the free and active commitment which each resident makes to other people with whom he shares the experience of living and learning. The exchange between new and more experienced members of the University community, between men and women, between students and their teachers has led to the development of friendships and to the free expression of individual concern for intellectual and cultural matters. Insofar as the demonstration houses have challenged the other types of living groups to new considerations of their own goals, they have had an effect beyond the limits of their individual programs.

The values evident in the effects of integration, coeducation, and programs of intellectual and cultural substance seem to maximize the learning potential of the residential setting. Consequently, the Committee holds that the achievement of these values be the guiding consideration in the composition and juxtaposition of various on-campus living alternatives.

This does not mean, however, that the University is justified in imposing on students one residence model. On the contrary, it should maintain a residence system that is greatly flexible in its present arrangements and in its capability for future response to changing student needs. In addition to providing a variety of non-integrated or non-coeducation alternatives, the University should insure real diversity of structure and emphasis among integrated, co-educational groups by their location in various types of buildings or complexes and through ensuring the freedom to define or do without various programs and themes. Nor does commitment to the ideals of residence education mean proposal of on-campus living for all students. The University resources cannot match such a goal, even if it were desirable, and we strongly support a pluralism which includes the opportunity for a student to create his own living experience away from the campus according to his personal preference.

III

The Committee believes that Stanford students are intelligent and highly motivated and that if they perceive good opportunities they will freely take advantage of them. We therefore endorse the general emphasis thus far of the Study of Education at Stanford on increased flexibility—on providing students freedom of choice and responsibility for self-direction. We also believe, however, that a student's choices can be most productive for his personal good if he is given some bases for decision—and that these the University is responsible for providing. The sort of diversity most relevant to residential education is the diversity of people—their ideas, values, and styles—whom the individual can learn from and act with in a cohesive community. We realize that the intention of requiring on-campus residence of all freshmen is fulfilled only if the residence options open to them help develop their sense of the purpose and values of a residential education. Accordingly, only in the light of our firm commitment to those values as we have expressed them above do we suggest that the University should exercise specific responsibility in certain areas:

1. It should actively promote the ideal of residence education through publicity, through orientation and advising opportunities, and through the creation of a variety of attractive alternatives on the campus.

2. It should require (except in unusual circumstances that can be met on a personal basis) that all freshmen live on campus until there is real opportunity for intelligent choice among various living alternatives; it might also encourage transfer students to live on campus for a period of time and give them some preference in opportunities to do so.

3. Because there is value in maintaining some continuity in the residence experience in order for its goals to be realized, there is reason for the University also to require except in unusual circumstances at least three quarters' continuous residence in each living group selected.

4. We must ask the University community if its ideals of openness and non-discrimination, or the educational goals stated earlier—of achieving in the living group community a real confrontation with others of different values and beliefs—are consistent with any principle of housing selection other than the applicant's choice in a draw system. The judgment of the Committee is that such a universal draw system is most desirable but that an alternative which avoids selection purely by the living group in a traditional rush system can be acceptable to the community; we suggest such a system in the Fraternities section of this report.

5. We commend and endorse the efforts being made to create fully consistent housing requirements for men and women, with respect to both residence obligation and residence social rules, and call attention to the freedom to work with changes in the ratio of men to women at Stanford that is being created through greater flexibility in residence arrangements. The Committee favors a more balanced ratio among undergraduate students because it would facilitate a more balanced ratio in coeducational residences, a situation this year's experience indicates is desirable. At the same time, one important advantage of coeducational residences is that they effectively reduce the undesirable effects of the current ratio.

6. We encourage every effort to free University living groups from dependence on or control by outside organizations, including the offer of University aid in achieving such independence.

7. Finally, to be able to implement its ideals, the University should make increased efforts toward providing enough residences that all undergraduates who wish can live on campus and toward achieving equity of physical facilities and available program support throughout its residence system.

IV

This Committee, committed to the values and purposes previously stated, recommended in February 1968 that the University residence program for 1967-1968 be designed to implement the following aims; at this time they have all been achieved or incorporated into next year's plans.

1. To integrate a larger proportion of freshman students both
   a. by integrating individual houses and
   b. by placing freshman houses in proximity to upperclass houses.

2. To increase the potential for constructive relationships between men and women both
   a. by creating additional coeducational houses, particularly in present female residence areas and
   b. by placing in juxtaposition houses for men and for women.

3. To develop a range of residence programs that includes academic houses, (in a more precise sense than anything now established); thematic houses developed around special interests and affording optional program opportunities; and houses unstructured in the sense that residences will evolve specific programs based on their particular interests.

4. To develop an equitable housing assignment process, specifically by designing a new comprehensive draw system that, first, would include both men and women; that, second, would account for a variety of special houses; and that, third, could give priority to an on-campus student and then a transfer student over an off-campus student in any competition for space.

5. To help develop in freshmen a sense of the purpose and value of a residential university by continuing to require that freshmen live in University residences.

6. To increase the on-campus space for undergraduate men in order
   a. to prevent, if at all possible, forcing any student from the residence system (i.e., sophomore men) and
   b. to provide opportunity, if also possible, for undergraduate transfer students to live in University residences.

7. To support the "house" idea where possible by developing a diversity of living groups within each administrative unit.

8. To establish houses for "independent men" in such a way that no single residence area is identified exclusively with the independent option.

9. To recognize that the need for the privacy of single rooms is greatest among upperclassmen and to utilize such space accordingly (Roble, Lagunita).

10. To satisfy the desire of women as well as men to live in a residence where food service is not an aspect of the program (Toyon).

11. To satisfy the desire of women as well as men to enjoy participation with resident faculty, providing that opportunity for women who prefer to live with members of their own sex as well as for those who elect coeducational houses.

12. To endorse the value of cooperative living by establishing some visible University residence cooperative, open to students by draw, even if for financial reasons the initial establishment must represent a modified form of cooperative living.

Long-Range Residence Plans

The residence plan for 1967–68, already approved by the Board of Trustees, will go far toward matching the stated preferences of students as well as expressing the basic philosophy of this Committee. It will particularly provide many opportunities for the development of integrated, coeducational living groups which are free to develop common academic programs as they desire. Since this basic concern of our residence philosophy will be so well met, we feel that the University can be free in its plans for long-range housing to emphasize variety and flexibility in radical new ways. Therefore, as the University considers its long-range needs and possibilities, the Committee strongly recommends that it give first priority (using existing funds and beginning planning immediately) to the creation of at least one, and eventually three, "campus towns," which will be the residential focuses for communities of up to 1,500 people each.

Such towns should be a marked departure from the present "dormitory

syndrome." Emphasis should be on various-sized suites and new combinations; on the elimination of long halls, of placing two students in a room and of identical room design. There should be inclusion of kitchenettes in many of the suites; there should be thoughtful, aesthetic use of the outdoor space and the relationships between a variety of buildings.

Among such a variety of living facilities the most usual kind should be a suite composed of a living room, a small kitchenette, and a number of small single bedrooms–to provide at the same time both the opportunities for human encounter central to our basic residential philosophy and also for the privacy and independence prized by an increasing number of students. But although this emphasis on "apartment type" facility *with* opportunity for cooking would be present, there would also be suites *without* cooking facilities for people who would like to belong to eating clubs or to participate in a common dining facility (at least one of which would be included in each town). Such a dining hall should be designed so that it can be easily expanded in size to meet any growing desire for that kind of facility in the community. The Committee feels strongly that a humane residential experience requires an emphasis on encouraging congeniality in such a dining facility, with extended eating time available, varied table sizes, comfortable furniture (preferably made of wood), and good food. We strongly recommend that for this facility, and elsewhere in the community, there be attempts to achieve much greater flexibility about eating in, perhaps through a system such as that presently used in some English universities–where a basic overhead cost is charged, and then a minimal charge each meal, so that students can be free to miss without great cost. (Whether such a system were adopted or not, it seems very desirable to provide campus-wide meal tickets so that there would be greater freedom to make mealtime an adventure in new human relationships as new opportunities develop.) Congenial facilities seem to be more important than whether or not cafeteria or sit-down service is employed, but experience seems to indicate that a buffet and self-bussing service works extremely well, particularly because students are not pressured (by those waiting to remove their dishes) into breaking up their conversations.

Students in the towns may find the eating clubs a particularly good social device in that setting, as well as a practical eating arrangement. If experience proves this to be the case, the University may find it desirable to build new eating clubs as part of or adjacent to the towns.

The emphasis on variety should provide such things as a combination of low-rise and high-rise buildings and groupings of suites in various ways so that

selection is possible of different-sized living groups that can be developed, from a few students or a family who want to be fairly self-sufficient to a closely integrated living group of fifty or more. One recommendation would be to design one area for development of the international houses described later in this report, where graduate students from abroad could live in various kinds of proximity with American graduates and undergraduates.

In such international houses as well as in other groupings and situations within the towns, new varieties of academic input could be established by including assistant professors and other junior faculty, as well as graduate students, as regular members of the community. The Committee feels that a genuine integration (including integration of various disciplines, which it favors) is possible in such communities if varieties of patterns of living and the right kinds of housing variety are available. Although the first community (1,000 members) may tend to be largely undergraduate, it may very well include a number of graduate students and married couples and also single and married junior faculty. The second and third communities (1,500 members each) could very well be largely graduate, but also include undergraduates and faculty. Perhaps the three together could provide for 1,000 undergraduates, 2,000 graduates, and 300 faculty, with 700 spaces left for dependents of married students and faculty.

The Committee feels strongly that in addition to providing space for all undergraduates who desire to live on campus, the University must attempt to meet a neglected responsibility to graduate students and junior faculty. Present facilities house 4,108 of the 6,000 Stanford undergraduates; an additional 1,000 undergraduate spaces would both make up for lost spaces over the next five years and largely provide for those who wish to move on campus. But Stanford presently houses only 1,350 of its 6,000 graduate students (22 percent as compared with 68 percent of undergraduates) and forces its junior faculty to compete with the market and live far from campus while subsidizing its senior faculty on University land. If Stanford is to continue to compete for outstanding graduate students and junior faculty, it must use some of its resources to protect them from the high costs of housing in this area. At the same time, through the integrated campus towns we propose, radical new opportunities can be created for building genuine community, inasmuch as traditionally segregated groups (such as undergraduates, graduates, and faculty, and married and single students) are given opportunities, as they desire, to build a whole new complex of relationships. This kind of integration will have to be consistent with our earlier-stated

policy of meeting as many preferences as possible, but the towns will be sufficiently flexible in construction to adjust to future changes in preference or desire for experimentation that may develop in the University. (For instance, if it were so determined, the first community could be made 50 percent or more graduate and faculty.)

To have every opportunity to create such genuine community, the towns would have need for various amenities such as grocery stores, common rooms, town "pubs," community recreational centers that include tennis courts and swimming pools, project rooms for photography, carpentry, pottery, painting, etc., and various kinds of learning centers, including libraries, seminar rooms, and rooms for small concerts. Facilities of these various kinds should be placed at different points throughout the towns to bring people together from all over the community into new relationships based on common interests.

In this regard, it should be mentioned that Escondido Village has great need for such facilities at present. The Committee recommends that immediate attention be given to the need for a community center with swimming pool, etc., for that Village. We also suggest that, as our long-range plan is being studied and perhaps developed, some mixing of the kind we are trying to create could be tried out now through renting Escondido apartments to groups of students and to single and married junior faculty. In addition, our long-range plans could be related to present facilities through incorporation of Lagunita and Roble into a campus town at that end of the campus–and even through providing some of the amenities we have mentioned within the context of the "town" composed of Wilbur, Stern, Crothers, Toyon, Branner, and the new clusters.

We feel it is very important to the development of community sense and aesthetic life in the environment, both of which are important to our basic residential philosophy for a humane university, that careful attention be given to the architecture of these towns. We would hope that each could develop its own character through a separate architectural theme. That is, perhaps one could be extremely modern in design, another could partake of Japanese influence, another perhaps Spanish or South American. In any event, the first-rate architects that we trust Stanford would get for such major projects could certainly provide delightfully distinctive communities that would still be able to relate to the overall traditional community pattern of Stanford architecture. We cite, for instance, Saarinen's college complex at Yale, which despite its extreme modernity fits in beautifully, both asserting its own values

and yet reinforcing the strength and brilliance of the more traditional architecture. Especially careful attention should be given to the relationship between the varieties of buildings and the imaginative use of ramps, roofs, patios, and balconies to provide extra living space outdoors. The architects should take advantage of the dividends of Stanford's environment, the climate and availability of land, to provide expanded outdoor living and creative delicacy in the design of both the buildings and their context.

International Living at Stanford

Report of subcommittee accepted by full committee

For the most part, University residences are made up of American students with similar backgrounds and beliefs, while foreign students from more than 80 countries are now forced to live off-campus. Moreover, Stanford has created five foreign campuses in the belief that American students can learn from contact with people of a foreign culture, while there is almost no contact between American and foreign students on the Palo Alto campus.

We believe that there is an excitement generated when people from different countries meet and live together and that this excitement spreads beyond the individuals directly involved; it can affect the atmosphere of a university as a whole. We believe we should plan for a university where Americans and foreign students live together.

We believe the first step toward such integration of foreign and American students is the creation of a permanent International Community on campus. We specifically recommend that a high priority be assigned to the construction of two international houses such as are described below, that this priority be reflected in specific efforts to raise funds for that purpose, and that this International Community be built as part of the first "campus town."

The International Community's two houses should each contain fifty to sixty people. The experience of International Houses on other campuses has shown that larger groups tend to become impersonal; we believe that groups in the proposed range are most conducive to a feeling of community.

One of the houses should be a cooperative and the other would be run by

the University. They should be built and structured, in other words, to complement each other, to present two variations on an international theme. They should share recreational facilities, open up certain projects and social events to each other. Each would benefit from the stimulus of the other.

We agree that both in building an International Community and in establishing any international residences at Stanford in the meantime (such as the one planned in Lagunita for next year), the following guidelines should apply:

1. It would be made up of an equal number of American and foreign students.

2. It would include both undergraduates and graduates.

3. It would include both men and women.

4. It would include a faculty resident.

5. Room assignments in double rooms would attempt to pair foreign students with American students.

6. One room would be made available for international guests of the University.

We suggest that the architecture has four specific responsibilities in the international houses.

1. The design of the building itself should show the influence of other countries so that residents and visitors are immediately aware of an international theme.

2. The architecture should create an awareness of community. The experiments in community awareness demonstrated in the new Ford Foundation Building or the Undergraduate Library can serve as good models.

3. The architecture should preserve the feeling of a student's individuality. As much as possible, rooms should vary in size, shape, and design, and have enough distinguishing characteristics so that a student can call a room *his own*.

4. The environment should be at once comfortable and stimulating. Care should be taken to avoid the endless hard surfaces and rigid symmetry that add to the dominating sterility of many campus residences.

"International" is not a theme but a situation; it, like "coeducational," refers to the composition of the group. It is possible for an international group, like a coeducational group, to choose any supplementary theme that it feels would be rewarding. In practice, the theme will usually be international–the Lagunita International House has chosen to do research in the area of food and problems of world overpopulation. However, any theme, academic, artistic, or social, is possible; or there may be none at all.

The International Community involves only a small proportion of the total number of students in the University. In order to increase contact between American and foreign students on the rest of the campus, we strongly recommend the establishment of an International Clearing House. Students, both foreign and American, who wanted to live with a roommate of a different nationality, would submit their names to the clearing house; the clearing house would put the students in touch with each other. It would handle requests from both on and off campus.

Foreign students stay at Stanford for only one year; both for their benefit and for Stanford's they should be assimilated into the University community as quickly as possible. They would benefit from a rule that would give highest priority for graduate space in the "campus towns" to newly arriving graduate students.

We recommend such a rule and also one which would give some priority for space in the International Community to those American students whose programs of study would make the experience of international living most appropriate.

The Stanford Eating Clubs

Report of subcommittee accepted by full committee

The Stanford Eating Clubs are autonomous, being "owned" and operated by the students immediately involved, eschewing national affiliation and alumni control. The primary ingredient of the clubs' appeal is their promise of student control and responsibility for their own living situation.

There are very few restrictions on club action. This flexibility is manifested in such areas as menus, partial boards, coed membership and rush procedure (three clubs are now on a draw system and it appears that within a year all but two will have abolished rush procedures; those clubs still practicing group selectivity of the traditional kind will be affected by the proposal for implementing a mutual draw system which is contained in the section of this report on Fraternities). Flexibility enables each club and each member to create a distinctive life style. Different clubs can move in different (often opposing) directions without conflict or red tape. The federated nature of the club system allows individual clubs to initiate experimental programs (i.e., coeducation) without external support or control. The generally unrestricting nature of the individual's involvement in the club allows for active participation in many facets of the University life.

At present the eating clubs offer a medium of interaction for persons from virtually every aspect of University life. On-campus undergraduate members of all seven clubs reside in Toyon Hall, allowing contact with persons both within and without the individual's own club. Off-campus members (both men and women, graduates, and undergraduates) provide a range of residential backgrounds. The clubs are a major focal point for transfer stu-

dents—one of the few groups on campus which actively seek members from this source. In the past, and at present, the clubs have no freshmen membership due to the segregation of freshmen, the clubs' past rush procedures, and the requirement that all freshmen live in University-operated residences.

Because of their open character, integrating off-campus and on-campus undergraduates, transfers, foreign and graduate students and women, the eating clubs provide a maximum diversity of membership. Meeting in a dining situation of 40 to 70, enhanced in some cases by group activities of an academic or social nature, members find confrontation of individuals with different attitudes and opinions an easily realized potential. In some cases, the club does not impose any plan for group action, other than the overall plan for maintaining the eating clubs as a *student-controlled and -operated endeavor*, but acts simply as a springboard for individual initiative and activity.

It must be noted, however, that while providing maximum flexibility and responsiveness to student demands, the clubs do suffer from certain inherent weaknesses related to their philosophy and character. While maximizing the advantages of small group dining arrangements, this size of operation is not economical and requires serious consideration of budgetary matters. Lacking outside support, either political or economic, these matters must be handled within the University community or by the student operators of the clubs.

In the future the Stanford Eating Clubs face a serious problem of financial and political survival within the University. In order for them to survive they must be recognized as a valuable part of the total University residence system. The Residence Committee has earlier affirmed the value of living groups which provide students with opportunities for intellectual and cultural growth, particularly through optional programs developed by the living groups themselves. One of the best examples of a substantial and extensive program reflecting a form of the University's educational process is the operation of the clubs as a student-controlled endeavor. The clubs can and do provide programs along more thematic lines, similar to those in other University residences. However, their flexible and autonomous nature is *unique* within the University. At present the clubs are a social and eating organization. But their very flexibility indicates that the clubs will change in accordance with student needs and desires. No one in the clubs can or wants to predict where the clubs will be in the future. Their value and programs depend upon the constantly changing membership and upon the support of the University. At the same time, their present membership should be involved in any specific planning that will affect the future of the clubs.

It must be made clear that the Stanford Eating Clubs do not want monetary support from the University. Rather, the University, in planning future residence alternatives, must recognize and utilize existing systems if they are valuable. For example, the University could give the clubs more responsibility for the operation of Toyon Hall since the majority of students in Toyon are Eating Club members. In the future the University might decide that as a part of creating a residence program with a maximum of diversity it ought to create a co-op alternative. Since the clubs are the largest group (perhaps the only one) on the campus with experience in the co-op area, the University might first take the idea to the Stanford Eating Clubs and offer them the opportunity to take on the responsibility for the development of such an alternative.

At the same time, the clubs must take it upon themselves to increase their membership by actively recruiting members from off-campus or graduate students who do not now have any point of residence within any on-campus living or eating group.

The future of the Stanford Eating Clubs will depend upon the University's recognition of them as a valuable and integral part of the residence system in terms of future planning–and in doing so, offering them opportunities and responsibilities for future growth such as those suggested in the proposals for campus towns in the sections of this report on Long-range Planning. In turn, the clubs must accept their responsibility and continue to meet the changing demands of students by assisting the University in developing further alternatives within the residence system.

Fraternities

Report of subcommittee amended and accepted by full committee

I

Fraternities pose a major dilemma for the residential program at Stanford. On the one hand, they offer a number of most attractive features. They are self-governing houses of a small size that fosters a sense of community. (And this sense of community often continues beyond the undergraduate years, maintaining a valuable link between the University and its alumni.) They also represent an alternative to other campus housing which many students still make their first preference, and therefore they fit into the general principle of maximized choice and flexibility. In addition, the autonomy of the self-governing (and often privately owned) housing groups makes it possible for fraternities to change much more in accordance with the wishes of the members than has been the case in the past for residents of other University housing. One therefore could hope to see the fraternities exert a progressive influence in the overall residential program.

The recent IFC joint resolution and set of action proposals concerning non-discrimination in Stanford fraternities epitomizes the type of creative involvement with issues of University and national life which all of our residential units should foster. In some other instances there has been the same kind of positive response to developments on the campus, such as the coeducational experiment currently being developed and the introduction of modifications of the traditional rush system, including adoption by one fraternity of an open draw.

On the other hand, the same independence which gives fraternities the potential for creative change has too often led to isolation from the mainstream of University and intellectual life. In addition, the continuing involvement of fraternity alumni is a two-edged sword. While they are often an extremely generous source of financial support, they can be an impediment to the present development of the living group. This is especially true when the house is owned by an alumni corporation. The type of pressure that can result from such connections and obligations has been demonstrated on several occasions this year, most disturbingly in the case of the Phi Psi house. The traditional method of selection of fraternity members is especially open to question at this time. In spite of the liberal interpretation rush receives in many present-day Stanford fraternities, it is nevertheless heir to a long history of notable abuse, some of which still carries over into the present. Finally, the *present* conception of the fraternity, which assumes a traditional rush system and selection by the house, appropriately requires a University ruling against freshmen in fraternities that removes a large percentage of the Stanford men into strictly upperclass men's housing units and thus is at variance with our goal of greater integration of the freshman class into the general structure of the University.

This committee wishes above all to encourage fraternities to maximize the values we have mentioned and others that the fraternities may themselves be able to define, while working themselves to eliminate the problems we have mentioned. Fraternities, while representing a unique living option, should be recognized as part of the general University housing and individual fraternity men should consider themselves truly part of the University community. Fraternities should be encouraged and assisted in evolving ways to achieve those goals; to encourage that kind of evolution we feel that two main elements are required—a selection system which eliminates the clear evils of discrimination and also those of straight house selectivity and, in addition, genuine University support in solving the problems that change will bring, particularly if support from outside institutions or alumni is lost.

II

It seems imperative that, as a part of its policy of non-discrimination, Stanford not allow its facilities or property to be used in any way by a chapter of a national organization which declares itself discriminatory. We applaud the past and present efforts of Stanford chapters to get discrimina-

tory clauses removed, and, in the few cases where such overt clauses remain in the national constitution, make the following recommendation that we believe can be used by those remaining chapters involved to help bring change in their nationals:

1. That any Stanford chapter of a national fraternity whose constitution contains racial, religious, or other caste restrictions on membership urge its national organization to delete any such restrictions. If these changes in the national constitution are not enacted by January 1969, the Stanford chapter should be required by the University either to disaffiliate from its national organization or to leave the campus by September 1969.

Some national fraternities have avoided this issue by saying nothing or by rewriting their constitutions so that any local chapter has individual autonomy to discriminate as it pleases. We therefore recommend:

2. That all fraternities at Stanford urge their national bodies to *disavow* actively any racial or religious prejudice within their institutions, and be willing to disaffiliate if such urging proves futile.

and,

3. That any Stanford chapter of a national fraternity in which another chapter of the same fraternity openly adopts a policy of discrimination urge its national to ban such local clauses. If these changes in the national's constitution are not enacted by September 1, 1969, the Stanford chapter should be required by the University either to disaffiliate from the national organization or to leave the campus by January 1, 1970.

We feel it is the responsibility of Stanford to lend all means of support to its fraternity chapters in their efforts to make these changes in the nationals–including circulation from the Dean of Students' office of these resolutions to other universities and colleges. The ongoing Residence Implementation Committee should be empowered to grant waivers to these deadlines as they judge that appropriate progess is being made.

Selective rush represents another thorny problem, with a heritage of procedures that make it at least *possible* to propagate individual prejudices. In addition, rush represents a system whereby equal access to some of the most attractive living accommodations on the Stanford campus is denied to many students, male and female, who are in all other respects full members of the University community. At worst, selective rush may be a cover for covert discrimination; at best, it represents a vaguely defined, somewhat haphazard

selection procedure that subtly discriminates on the basis of personality or compatibility–and therefore does choose against some members of the community on grounds that in our view are not acceptable in a University community. Most members of this committee feel that these inequalities and difficulties could be obviated by requiring that fraternities take their members from a University-sponsored open draw system. Yet many fraternity members consider selection essential to the type of living they desire. Given the reality of that feeling and of the long history of its influence on alumni and present students, we wish to recommend as a compromise solution a mutual draw system, which, though not ideal, seems a great improvement on the present fraternity selection procedure. In so doing we are asking the University to disavow its traditional tacit approval of house selectivity and to experiment with alternatives such as the one we suggest, which we believe can preserve the essential values of fraternity living while removing the elements inconsistent with the ideal of a democratic community.

Such a *mutual draw* plan would meet the following two principles:

Principle 1. All freshmen who wanted to enter the fraternity system would have equal opportunity to do so based on some random draw procedure. This would be the first round of the selection procedure. This implies that if more freshmen want to enter fraternities than there is space available, the appropriate number of potential fraternity members would be selected out of the group desiring entry on a draw basis. They would form the fraternity pool. (The same procedure would be followed for eating clubs which moved to this system.)

Principle 2. The group thus selected would enter a second round selection procedure. They would join fraternities using a technique that maximized mutual preferences.

In general the procedure would be for freshmen to rate fraternities and fraternities to rate freshmen. The assignment procedure would attempt to maximize mutual preference.

Principle 1 would give all freshmen equal access to fraternities–a principle we consider vital. *Principle 2* would maintain to a high degree the self-selection character of the fraternity houses.

We suggest that the ratings should be kept confidential to minimize the personal strains of such a procedure. Ideally, fraternity men would ballot individually and secretly for future members. (This would in no way imply a

system of purely personal choice because of the way the rest of the system operates.) The preferences of the various members could be aggregated mechanically by an outside party to form the fraternity's rating scale. The ratings on the list would come from the fraternity, but the members would not be certain what those ratings were. The purpose of this procedure is to see that the strains will be minimized if the fraternity has to take some students low on its list.

The system would deviate from the present system in the following way: some freshmen who might be highly desired by a particular fraternity and who might want to join that fraternity would not be able to because they were not selected into the fraternity pool on the first round. This would be unfortunate, but there is no way to avoid this, given *Principle 1* above.

On the other hand, the system would work like the current system in that once a student was selected into the fraternity pool, he would certainly enter the fraternity of his choice if he were also chosen by the fraternity. Similarly, fraternities would obtain their most preferred pledge class if the freshmen preferred by a fraternity reciprocated the choice. In this sense, this is very much like the present selective system.

One further way in which the system would deviate from the present system: fraternities might have to accept as pledges freshmen whom they had rated low. This would happen if these pledges could not be matched with a house that gave them a higher rating. We believe that the system would work so that these would be few in number, and would not damage the internal workings of the fraternity. Furthermore, the confidentiality of the ratings would help eliminate the personal strains involved in this. This would be especially true if the balloting procedures described above were used.

We specifically recommend:

4. That a group of fraternity men (and other interested and helpful people) be appointed to devise a method of selection which eliminates any individual power to reject another individual. The system can of course be based on mutual underlying preferences as indicated above, but the administration (that is mechanical and mathematical details) cannot be left to the whim of the individual participating fraternities, though the fraternities as a group may administer the program. The system should also provide for the greatest possible degree of individual privacy. The group should present such a system by December 1, 1968. The Residence Implementation Committee shall be empowered to decide whether the scheme meets the criteria set forth above. If not, the Committee shall prepare such a scheme by January 31, 1969.

For the spring 1969 rush this scheme shall be available for use at the option of the individual fraternities and also the eating clubs which wish to use it. Those fraternities and eating clubs that join the scheme will therefore have access to the two pools of freshmen that wish to enter fraternities or eating clubs outside of the ordinary rush. Our desire is that this system be voluntary for spring rush in 1969; that every effort be made to implement this system by spring 1970 in those groups still practicing selective rush; and that at the latest such a change be required by spring 1971. We recommend that the Residence Implementation Committee described later in this report assume responsibility for facilitating and supervising this change. The 1971 date is chosen to allow a maximum of one college generation for change (that is, by spring 1971, no fraternity member will be living in a house the members of which were chosen by a system he did not anticipate) although we assume that most groups will make the change very soon. The IFC would seem to be the most appropriate group to plan and administer the mutual draw, with some assistance from eating club representatives.

We strongly feel that this recommendation is in the best interests of both the fraternities and the entire University, and again recommend that the good offices of the University be used to help local chapters and national organizations facilitate the change.

The application of a system based on mutual preferences would probably alter the composition of a given pledge class only slightly, whereas it could greatly alter the attitude of everyone toward the process itself. However, a deeper and more subtle problem would remain unmitigated. As we were told in a recent letter, the Phi Delt house has been visited by no Negroes and only one Oriental in the past several years, and "that unfortunately this is no doubt the result of . . . false images . . . " If indeed, as we hope, this state of *de facto* segregation is considered unfortunate by those fraternities where it exists, we suggest that they follow the lead of Stanford, seeking out and actively encouraging minority group members to learn about their living groups. It seems evident that in the next decade no institution will survive, let alone thrive, without practicing some form of compensatory discrimination, such as, at the very least, that suggested in the previous sentence. In accordance with these thoughts, we recommend:

5. That in no case should University property or facilities be used by any group or institution which practices either *de facto* or *de jure* discrimination.

With the coming of a more representative group of minority race students there will be both challenges and opportunities for the fraternity system, but clearly the sort of tokenism represented by bidding *a* black athlete along with his teammates will be less convincing than in the past as evidence of the lack of *de facto* discrimination. The changes in rush proposed in 4, coupled with the current atttitudes being displayed by the fraternities, should make this recommendation largely superfluous. Since there is no hard and fast way to measure *de facto* discrimination, no criteria can be set for the application of this recommendation beyond the suggestion that if there is a case where *de facto* discrimination seems to exist, it could perhaps be the University Human Relations Board that would see if recommendation number 5 need be invoked.

Finally, we propose that no plans for building of additional fraternity clusters be developed until the ongoing implementation committee has been able to evaluate the effects of the changes proposed above. It may be that fraternities will soon find they can move to completely open draw and still retain their character in an attractive living situation. In any event we recommend a complete and ongoing review of past University decisions on the building of the clusters and on denying fraternities the opportunity to renovate their old houses, all in the light of changes taking place within the system over the next few years.

III

Regardless of the effect of these recommendations in the short term, the long range future of the residential program at Stanford is difficult to predict, largely because it has adopted the stance of being much more responsive to student initiative. However, some possible avenues of evolution for fraternities should be noted. Perhaps the most interesting example is the coeducational experiment beginning next year at Lambda Nu. This model may appeal to other fraternities, for although it moves somewhat away from traditional patterns, it offers certain compensatory advantages. Some fraternities will probably prefer to remain all-male societies, but may for example wish to discard some or all of the traditional vestiges of being a fraternity. This direction may lead toward small, student-owned cooperative residences, an alternative which appears very attractive in many respects, yet one which the

University has failed to recognize adequately in the past. Given that such an avenue exists, some fraternities may wish to express their individuality in this way, while retaining ownership of their facilities. We feel that the University should support such efforts. It should also encourage and help devise means by which the goal of freshman integration could be extended to fraternities (and clubs) without involving entering freshmen in straight house selectivity. (This opportunity could be made available to fraternities as they adopted an open draw system, with freshmen left free to move to another living group as sophomores.) Hopefully an increasing number of groups will decide in the future that *any* selectivity is superfluous to creating a living situation they desire, and hence move toward some kind of open draw, perhaps participation in the general University draw.

This report and these recommendations are offered with the sincere hope of improving the overall residence program by eliminating certain highly questionable, but largely peripheral, aspects of the fraternity system. We feel that the basic strengths of the fraternity system that are in harmony with University goals survive unscathed by our rather limited changes, and that the subsequent changes in rush are likely to work to the fraternities' advantage—both by making them attractive to a wider class of students and by diversifying the membership and thus opening up fuller possibilities of integrating fraternity living into campus experience.

IV

Because of the important moral and educational objections to the process of selectivity by which fraternity members are chosen, and because changes in that process are a necessary condition to other changes within the fraternity system, the Committee has focused on selectivity and how it may be modified.

However, the committee realizes that a number of other questions, more specific and operational in character, must be investigated in order to learn how best to promote other changes which will improve the quality of life within fraternities. Consequently, this committee recommends that the Residence Implementation Committee and other relevant agencies within the University assign high priority to those questions; they, in part, would include:

1. To what extent is it desirable for a fraternity to be a separate entity? Would the educational, cultural and social objectives of fraternities be en-

hanced if several fraternities, for instance those composing a cluster, worked cooperatively toward those objectives?

2. Are the purposes of fraternities significantly affected, either affirmatively or negatively, by affiliation with national fraternities?

3. What kind of staff should the University provide for fraternities?

4. Is there a role for graduate students within the fraternity system?

5. What are the obligations of individual fraternities and the University to fraternity alumni? Should there be alumni boards and, if so, what should their responsibilities be?

6. Can academic and cultural programs of the kind conducted within University residences be carried on within the fraternities?

7. What should be done about non-cluster fraternities? Can they survive without new houses?

8. How are leadership and continuity to be promoted in fraternities?

9. If fraternities wish to withdraw from the fraternity system in order to become some other kind of residential unit, what should its relationship to the University be?

Implementation

The philosophy, goals, and plans we have formulated as a committee depend upon effective implementation. Therefore, we not only recommend acceptance by the Stanford community of the purposes and plans stated in this report, but also propose the formation of a permanent committee composed of members of the various broad groups within the community (undergraduates, graduates, faculty, and staff) that would be charged with both overseeing the process of putting these plans into effect and with ongoing review of Stanford's residence philosophy and goals.

Among members of the community there is justifiable disappointment in past residence construction and policies. To avoid causing this disappointment in the future the responsible University agencies must have continuing input from the people of the University community, especially those who live

in the residences themselves. The specific appointment processes and powers of such a Residence Implementation Committee will depend on general committee policies now being formulated by the Government Committee of SES and the Academic Council, but we must here express our strong conviction that problems of residential policy are primarily the concern of students, that students should have a heavy voice in any committee formed, and that student members should be selected by the student body and reflect a cross-section of living affiliations on and off campus. The committee should have *at least* two-thirds of its membership composed of students and faculty and its approval of proposed plans should be *necessary* before any residence construction begins. It should be charged mainly with formation of basic policy and goals, not the working out of detailed plans, and should therefore not have members appointed for their technical expertise, but it should review specific construction plans at various stages and be able to reject them if they do not meet its ideals. We would specifically want such a committee to insist on plans that closely approximate those ideals, even if the number of potential building units had to be reduced because of limited resources. Moreover, the committee should review plans of the breakdown of student occupancy for each academic year and its approval should be necessary before implementation of those plans.

We feel that our committee has enjoyed unprecedented success in promoting a revolution in residence policies and planning at Stanford. That success has depended largely on certain factors: inclusion of informed and strongly motivated student and faculty members, some of whom had already demonstrated and developed their qualifications as part of the ASSU Housing Commission; close cooperation of the committee with responsive, energetic, and ingenious University officers who were also revolution minded; and the direction and presence of a remarkable chairman who believes in a humane university and kept us moving firmly toward practical means for making Stanford more humane. It may be difficult to build such factors into a permanent residence committee, but we ask the University community to try.

Respectfully submitted, June 5, 1968
The Committee on Residence Programs & Policies

Susan K. Horst
Donald Kennedy
Richard Levin
Michael Menke
B. Davie Napier
David Pugh
Edward Scoles
Vance Simonds
Joel P. Smith
Lewis Spitz, *Chairman*
John Trimbur
Sidney Verba
Douglass Wilde

The Campus Environment

Final reports of the Committee on Campus Environment

Development of a Community Center

The richness of life on the campus for all who live or work here could be significantly enhanced if many more facilities for urban living were at hand. At present, the campus is far too hygienic. Sterilization is almost complete except for a barber shop, a bowling alley, a shoe repair shop, a gas station (which unmercifully exploits its monopolistic position), an inadequate newsstand, the bookstore and the post office. The list is not edifying. Movies, theater, and music are still "special events." Art shows are held along any corridor which can be pried out of the custodian. But it is impossible to buy on campus a loaf of bread, a pound of coffee, records, ties, or the millions of other things that life in an urban community should bring within easy access. And with the "improvement" in traffic patterns, the trip to a source of supply is now decidedly inconvenient. The only gainers from this situation are the friendly merchants of the outside community.

While living or working on campus is obviously attractive, it could become far better if the environment were less rural in character. At present we experience some of the disadvantages of urban living–some overcrowding, traffic congestion, noise–without having available all the advantages which a community the size of ours should confer.

We therefore, should like to second the proposal made earlier to this Committee that arrangements be made to permit selected enterprises to open for

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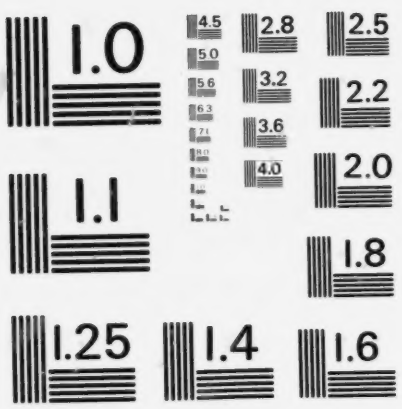

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

business on the campus. Amongst them, we should like to see a good grocery, a liquor shop, another service station (to provide to the community the advantages that competition can win), another bookstore (same purpose), another newsstand (ditto), a restaurant or two, clothing stores, a record shop, a private art gallery (or three), a movie: so the list could obviously be extended. We could leave to private enterprise these decisions; no firm would open up if it believed the market for its product was too small.

The University should insist upon certain standards having to do mainly with the tastefulness of display and advertising. It ought not to control prices except by reserving the right to permit competition to raise its ugly head.

The University should of course build the basic facilities since a retailer, with a life expectancy of no more than ten years on campus, would have no real interest in the aesthetic aspects of his operations. Since adventurous experimentation for academic buildings seems to be taboo, the University could perhaps discharge a part of its aesthetic obligations to society by creating a memorable Community Center, calling upon imaginative architects from as far away as Los Angeles, the East, or even another country!

We see the gains from this development in terms of a) an increase in convenience; b) a greater range of choice and improved availability; c) more education, through increased exposure, and exposure in less artificial situations than the classroom provides; d) an intensification of the sense of the community and greater participation in what could be an unusually rich community.

And the gains could be enjoyed by all who work on campus and especially by those who live here.

Since the land on which this development could be placed would otherwise be unused, the cost to the University would be (largely) the cost of its investment in the structures. The rentals which it could collect, especially if they were determined competitively, should be more than enough to cover these costs.

We hope that the project will not be rejected on the grounds that a) we owe an obligation to merchants in Palo Alto, Menlo Park, etc. We owe no such debt; or b) such a development would change the basic character of the campus. Unfortunately it should do so. That is its main purpose.

Addendum by Matthew Kahn, *Chairman*

There is one area of concern to the Committee which it has been unable to deal with in detail, that of the need for an extension of extracurricular

recreational facility to include such things as a photographic darkroom and general shop facilities including pottery, wood, metals, and other equipment and spaces supportive to creative activity. Such a facility might be part of the Community Center proposed in our position paper.

Architect Selection & Review Procedures

In addressing itself to the question of architectural form at Stanford, the Committee on Campus Environment has taken on a tangle of issues made complex because it is one of those topics on which almost everyone is an expert (not the smallest cause of Stanford's problems in this area). Rather than dealing with specific issues the Committee makes certain procedural and policy recommendations based in part upon our awareness of the many problem-charged [illegible]ets of the campus environment which have been brought to our atte[illegible] failings are expressed in concrete and steel; they are by their very na[illegible]arge, expensive and tenured from the beginning. Our major concern must, therefore, be with the yet unbuilt.

The Quad is a generally revered complex of buildings. The visual homogeneity and comfortable traffic flow through continuous covered walks express a concept of higher education in which disciplines flow easily into one another. Thus the Quad is both an architectural and educational statement of great convictions, especially seen in the context of its time, but has proved to be an inescapable patriarch in its influence upon all that has followed. The newer campus buildings, while strongly resembling their parent, have never been distinguished, while the intellectual stature of the University has steadily increased. This growth, plus the diversity and elasticity of disciplines encompassed by modern Stanford, challenges the continuation of our architectural "fix." To be sure, the University is anxious about its tendency to develop isolated academic islands and is urgently fostering broad general education and interdisciplinary study. On the face of it this leads to

the conclusion that a kind of behavioral oneness *is* characteristic of Stanford and should be reflected in its planning. There remains, however, the stubborn observation that the compatibility and interaction of different disciplines does not require that each lose its identity either to one another or to the historical image. Respect for and harmony with elder structures can be retained while new buildings develop their own mature images. Stanford has yet to find out the extent to which prestigious architectural projects would be attractive to donors.

Stanford's Planning Office has been long and well established–it is probably the oldest University planning office in the United States. This fact alone must be significant in explaining our centralized approach, especially when we are compared with Harvard and Yale who are relative newcomers to the campus planning field, but both include some of the country's most important buildings, old and new. At Stanford administrative influence is felt in all areas of planning, including the aesthetic. Stanford must develop procedures which place effective professional judgment at the top of our power structure with regard to architectural design and planning.

Many reputable architects have designed for the University, and it must be noted that among these have been some who were determined to meet the challenge of the Quad in fresh and personal terms, treating it as a strong site condition which should be respected but not imitated. It is impossible to say just where or why this high purpose collapses, but it is more than evident that it usually does. Architects ultimately succumb to the prevailing taste of the Board of Trustees coupled with their own unwillingness or inability to break the "country estate" continuum. (Harvard and Yale are both seen as urban.) Two departures do in fact exist on campus–Stern Hall and Physics 100. They are the subjects of much contempt and have become the campus goblins used to frighten exponents of change. It is at least unfortunate that these banal structures, untiled though their roofs may be, are still mutations and not new species. It is naive to use them as evidence of the inappropriateness of 20th Century form in our midst. So, we revert to type and even as far removed from the Quad as Escondido Village, we pitch and paint steel roofs to resemble tile.

We must have a qualified professional body charged with design responsibilitity on a continuing basis. There has been a foetal attempt at this: a committee called the Architect Advisory Council composed of architects and one landscape architect, all of whom have done work on the campus. They are often referred to as the Friends of the University, and friends they might

well be. As deeply committed to architecture and as genuinely interested in Stanford as they certainly must be, they are also captives to a significant degree–already having adjusted to establishment values; and they are unpaid for their committee work.

We propose the establishment of a permanent Architectural Review Council to replace the present Advisory Council. The new Architectural Review Council would be composed of not more than five architects, architectural critics or planners of national stature who would be selected as faculty is selected, through search and comparison.

A University committee should be created to establish the first Architectural Review Council. The committee would be composed of representatives of the Stanford Department of Art and Architecture and the new President of the University. One possible method would be to delegate the responsibility of the selection of the first Architectural Review Council to the faculty of an outstanding school of architecture. Once established, the Review Council would select its own new members as vacancies arise.

The Architectural Review Council should be considered by the Board of Trustees to be the professional arm of its own judgment, with full executive status. The council would work in close contact with the President and the Board, but the judgments of the council should be final.

The council would select architects for all major building projects, but never from among its own membership (member architects should, in fact, be ineligible for work on the campus for a period of time following their term on the council). It would be available for project review as desired by the architect, department or University.

One technique for architect selection that would increase our exposure to innovation and could be employed in the case of major buildings would be to offer formal competitions of a national or international scale. The council would state the conditions of the competition. In some cases the council would also act as jury, in others it would set up an independent jurying body.

The Architectural Review Council would be compensated on a per diem basis and would meet as often as projects require. A typical period of service for each member should be three years, with overlapping membership to insure continuity.

Once selected, the architect would be expected to work closely with the Planning Office and the department concerned, including students. In case of public or living facilities, a committee representative of the users should be established to work with the architect.

Dissenting Statement by Charles Meyers

While the Architectural Review Council has the responsibility of selecting the architect for each new building on campus, it is understood that:

1. Such selection shall be made only after consultation with the user group or a committee thereof, and

2. The architect then selected shall be responsible to the user group or its committee in preparing preliminary plans. Final responsibility for the program and for determining whether the preliminary plans meet the requirements of the program shall lie with the user group.

It is contemplated under this plan that after selecting the architect, the work of the Architectural Review Council (I would like to change the name to the Stanford University Board of Architectural Advisors) will ordinarily be limited to approval of the preliminary plans so as to enable the architects on the project to begin work on working drawings.

I do not mean to exclude the use of the Architectural Review Council as a sounding board at the early stages of design—in fact, I think the council could be very useful here. Also, the pursuing of alternate theories of design—of looking at various possibilities, of presenting sketches of ideas to the council may increase the expense of architectural fees. I think the paper should state that Stanford should be prepared to pay such legitimate increases in fees.

The Economics of Limited-Life Buildings

The most amazing thing about the pyramids is not *how* they were built, but that they were built at all. To use Egypt's pitifully inadequate resources for the creation of these incredibly durable monuments when its people's needs for such basic necessities as food and shelter had to go largely unsatisfied, demonstrated a ruthless determination to disregard any acceptable system of priorities. We like to believe that in our own rational age, no such disregard would be possible. But a casual observation of Stanford's building program must raise doubts on this score. The doubts are not concerned with whether a specific building should be put up or not, let us agree that it should be; they are instead concerned with the wisdom of putting Stanford's scarce dollars into monumental structures which, barring the bomb, will last a hundred years or more. Putting the same argument in positive and constructive terms, there is a very strong case for deliberately choosing a cheaper, less durable--and let us hope, aesthetically more pleasing--type of structure than those presently standing or under construction.

There are valid economic arguments for choosing a less durable structure when the costs of construction are correspondingly lowered. They are most persuasive when:

1. Future needs are unpredictable so that a structure designed to meet today's requirements is likely to be far less suitable for tomorrow's.

2. Other current requirements for funds are pressing and current access to funds is severely limited.

3. Prospects are favorable for a considerable increase in the funds available to the University in the future.

Considering these arguments in turn, we must first point out that the University's demands are liable to sharp and unpredictable change, and that any building is therefore likely to become partially obsolete before it has become ten years old. Admittedly, it can probably be adapted and modified to meet the new requirements but changes of this kind, especially when they are to be made to massive and durable structures, are especially expensive. A less durable building, provided it is less costly to build, makes far more sense, when flexibility is at a premium. It can probably be modified at lower cost; and because its construction cost should be lower, it therefore pays for itself more rapidly and the loss from having to scrap it after, say, twenty years, becomes far smaller. Smaller units may also increase flexibility in design, use, and financing.

At the present time, the University's needs for funds are extreme. Not only must new buildings be erected, but faculty must be enlarged, facilities for students and academic affairs must be made available and salaries must be increased if high quality faculty is to be retained. All these demands are top priority. And the University must pay for most of these expenditures from its own funds—whatever it can raise in the form of gifts and grants, its tuition receipts, and income from its investments. At present, it makes only a very limited use of borrowed funds.

This implies that the cost of using an extra dollar in one direction must be regarded as very high because that dollar would otherwise have been available to meet some other urgent need. More concretely, the cost of putting an extra dollar (or million) into making a building more durable so that it will stand for an additional five years after reaching the age of fifty, is *very* high simply because that extra sum could have been used to meet some pressing current need, such as keeping several distinguished members of the faculty from resigning in order to accept other posts or providing urgent needed office or classroom space. (Parenthetically, it should be noted that it is far more expensive to raise the quality of a department, which has been allowed to become weak, than to maintain it in strength.) Thus, the trade-off between additional durability and some other goal, must be pictured in such terms as these: ten more years of life, beginning in the year 2000, of a building which celebrating its thirtieth birthday is no longer suitable anyway; in place of added distinction of faculty for the next twenty years, or more classrooms, or better research facilities.

The argument against building for too long a future is even more impressive if we acknowledge the very reasonable prospect that funds for the University will become more freely available in the future. The likelihood of a considerable step-up in alumni support as more and more of them attain their allotted three score and ten; and the probability of much greater support from the federal government in the form of grants and low-interest loans suggest that funds will be *relatively* less tight twenty years hence than they are today. If that is so, the University should act as though the interest rate on the money it uses now is very high—or putting this differently, it should be far more concerned with meeting today's urgent needs than with meeting those which will arise a generation hence—needs which, in any event, it cannot even begin to anticipate at this time. The slogan should thus be: spend for today and the near future; don't spend for the more remote future. (A high interest rate is a signal to concentrate on the here and now.)

The counter-arguments which could be directed against this advice are two: a) building costs are bound to rise in the future. By building today, we obtain a bargain for the University, beginning fifty years from now. This argument is appealing, but misplaced. The most serious objection to it is that *all* costs are rising and undoubtedly will continue to do so. Any sum spent today buys a bargain provided it contributes to the satisfaction of some future need. Faculty reputation, which makes it easier to attract and hold top quality faculty in the future, is no less important for that future than buildings bequeathed from an earlier day; indeed, it may be far more important. So too are other current expenditures which improve the quality of the education offered to students over the next decade or so. Rising prices mean that we have to be concerned with the future; but that concern can be shown in a number of ways—and most certainly not only by erecting structures which may imprison the future. And as to a more durable building, we must once again mention the doubt as to whether one designed in ignorance of the needs that will be felt fifty years from now, will really be regarded as a worthwhile gift to that future. b) The worth of a building often increases as it grows older. The artisans and monks who created the Baptistry in Florence conferred a treasure which later centuries could enjoy. Should not the University feel a similar responsibility?

A most casual glance at the new Biology building, or the McCullough structure, provides all the answer this argument needs. Obviously, these arguments do not add up to the conclusion that buildings disposable after a month's use are the optimal solution. But they do suggest that the University

should move in the direction of greater flexibility, lessened durability, and it should go without saying, a greatly increased concern for the aesthetic aspects of those buildings it does erect.

Eating Facilities & Arrangements on Campus

The existing eating facilities fall into one of the following groups:

1. Dining rooms associated with living facilities, such as dormitories or fraternities.
2. Eating clubs.
3. Public facilities; Tresidder and Medical School cafeterias.
4. Faculty Club and medical staff dining rooms.
5. Miscellaneous mysterious enclaves and food trucks.

Our comments mainly relate to the first three categories. Our investigation was necessarily cursory. We think, however, that we hav some ideas that warrant further study, but we have not made an analysis that would justify firm recommendations.

It is clear that the food service must respond to the urgent requirement for economy in the large scale operations relating to category one. Here economy, convenience, and nutritional adequacy must be the overriding criteria. This will lead inevitably to centralization of production and lack of differentiation. Perhaps in the distant future more complete automation of production and delivery could allow catering to highly individualized tastes. Such systems are now used by warehousing firms to sort out and package highly diversified orders. Perhaps a little thought now about such matters

might increase the utility of new facilities now being constructed for the following generation of construction.

There are some steps that can be taken that might make the students less critical of the food services. Most of the students must now buy their food by paying a lump sum for meals for a quarter. This requires that they eat all their meals in the dining halls unless they wish to invest additional money. While they are able to use these tickets in more than one place, the differentiation between dining halls will disappear to a larger extent than it already has. There are two arguments given for this arrangement. One is that the student on a limited budget can eat all his meals in the dining halls, receive all the nourishment he requires and be subsidized by the more affluent student who chooses to leave some of his tickets unused, because he eats some of his meals elsewhere, or the student who misses meals for various reasons. The second argument, which in a sense is incompatible with the first argument, says that this allows for better planning and hence more economy. The increase in the statistical variation in the number of students using the dining hall should be small and could be taken into account with proper planning.

It is probably true that, even after correcting for the loss of this hidden subsidy, a student could manage on a smaller food budget by eating many of his meals out. There is another indirect benefit that would result from giving the students more flexibility in buying his meals. There is certain to be a large degree of boredom and rebellion associated with nine months of eating in the same place under the best of circumstances. These feelings are surely going to be greater where there is large-scale economy-minded production. The degree of frustration is increased by the feeling that the student is paying an economic penalty for occasionally seeking an alternative.

These considerations lead to the suggestion that the students not be required to buy their meals by the quarter (they might be given this option at an appropriate price.). They could buy lump sum meal tickets which allow them to buy a certain number of dollars worth of food at any dining room. It might also be desirable to have two price class breakfasts and lunches for those with different eating habits or desires for economy. For example, an alternative of juice, toast, and beverage to a complete breakfast, and sandwich and beverage, soup, sandwich, and beverage, to a complete hot lunch. In any case, it seems desirable to open up the opportunities for freedom of choice particularly since the penalty of doing otherwise seems more imaginary than real.

Together with the creation of more freedom of choice is the need for more

alternatives to choose from. There is no restaurant on campus, available to the students, that serves a sit-down dinner with some menu choice. It must be true that the campus could support a modestly priced restaurant or two. This would give the student the chance to occasionally splurge and treat himself to a dinner, better than the average dormitory dinner, in a restaurant atmosphere without the requirement of going off campus. The old firehouse could provide a delightful steak house atmosphere combined with other convivial community activities, perhaps even including a night club.

The Eating Clubs are evidently considering a change in their production arrangements. This change will, for the same reasons, lead to centralization, just as for the dining halls. However, to the extent that they represent a culinary or atmospheric alternative, they are desirable. While it would be up to the individual clubs to make their own decision, it would seem to be advantageous to the clubs as well as the rest of the student body, if they had a more open policy toward non-member diners. They might want to limit the number, for reasons of convenience to their own members. Posting the dinner menus and price would offer another alternative to campus dwellers, help the clubs financially, and possibly attract new members.

It might be possible for the *Daily* to publish a culinary column listing the Chef's Special for the day at the various campus eating facilities: Tresidder, dormitory dining rooms, Medical School, Eating Clubs, Firehouse Steakery, etc.

Public Events

Three principal objectives of a university are to transmit knowledge of the past, to foster understanding of the culture of the past and present, and to encourage the discovery of new knowledge and the innovation of new forms of expression. In the field of performing arts, Stanford has not been pursuing these objectives as vigorously as it should. Only recently has professional drama had an exposure at Stanford; music—including opera, concerts, vocal and instrumental recitals—and the dance need additional support. An exception is the Summer Festival, but paradoxically it is mounted when a large part of the student body and faculty are away from campus. Stanford has the potential for developing a year-round, broad-gauge, cultural life, as indicated by the Summer Festival.

The Music Department, too, has contributed significantly to the cultural life of the campus, by providing opportunities for students and faculty members to take part in musical performances and by offering, despite serious budget limitations, a concert series of worthy professional performers. In addition the Department, with the help of student initiative, has recently revived the Opera Workshop and has formed a resident string quartet of high quality.

These are hopeful signs, but much more is needed to vitalize the cultural life at Stanford both in professional performances and student creativity. The University should have a comprehensive concert series bringing the strongest performing artists to campus. It should also have a developed program to support and implement student cultural activity and to promote presentation of unconventional *avante garde* and traditional forms of artistic expression.

It is no answer that such programs appear in San Francisco. One highly professional group—A.C.T.—is there because of Stanford. Moreover, apart from the short opera season and the symphony programs, San Francisco offers rather meager and spotty fare.

The city is less than outstanding in supporting vigorous artistic experimentation and innovation. A university setting should be the more likely place to find challenging new ideas and enthusiasm for their presentation.

But the most compelling argument against reliance on San Francisco for our cultural life is that it is too far away and too expensive for most students. If we are to afford an opportunity to the students to enjoy and benefit from the performing arts, we must have the events on campus, convenient to students and easy on their pocket books.

The existing institutions at Stanford for booking, scheduling, and promoting cultural events are too weak to develop an adequate program. The Public Events Office, presently without a director, does the technical job of preparing and publishing a calendar of events. Even with a director, the responsibilities of the office, as heretofore defined, rule out anything more than the most limited initiative for planning and presenting cultural events.

To accomplish the aim of offering a broader cultural offering on campus, a new approach must be taken by centering responsibility in a person experienced and successful in booking artists—a campus impresario.

The impresario would be expected to engage artists of high quality. In the ideal situation, he should be able to plan a year-around Stanford Festival. There are large opportunities for someone in this job to work with other campuses on the West Coast. If Stanford's impresario could offer an artist a tour of the University of Washington, Washington State, Oregon State, the University of Oregon, the University of Southern California, Stanford, the University of California at Berkeley, Los Angeles, and San Diego, almost any performer would be interested, if only for the prestige of the tour. Such coordination is not an unrealistic idea. The schools would be more than willing; all that is needed is the leadership that Stanford, through a qualified director, could provide. (Past experience suggests that such a consortium would function best once colleges other than Stanford and UCLA develop their own established, responsible booking agencies.)

The Director of Public Events must be more than an impresario. He and his staff should be responsible for assisting student groups wishing to put on amateur performances or desiring to engage professional attractions. Some of

this assistance would be technical, some financial, and, finally, some would be in publicizing such events. Lack of professional promotion, we believe, has greatly handicapped the development of both professional and amateur performance on campus. Here on-campus promotion might involve calling attention to the relevance of events to specific aspects of the curriculum.

On a more technical level, the director should maintain a central calendar and schedule events to prevent conflicts of time and space. This job would include planning for and publicizing public lectures.

To support and guide the director there should be a modified Public Exercises Committee, of which the director should be an *ex officio* member. The committee should be composed of both faculty and students, both groups of whom would be chosen primarily on the basis of their interest in the performing arts. The committee is expected to be active in suggesting who and what should be appearing on the campus.

This committee should be especially alert to keeping the director abreast of student initiatives and desires and should help coordinate department programs. The committee should have a strong organizational and structural commitment to student interests and liaison with interested groups on campus.

Although far from luxurious, the space now available on campus is probably adequate for the time being for the program here proposed. Sometime in the future, new facilities will become necessary. Some modest rehabilitation is desirable in present facilities. For example, Memorial Auditorium should be renovated to improve its acoustics, ventilation, comfort, and appearance. Existing ventilation should be more effectively used. Present priorities regarding claims on space should be respected, but there must be coordination with the new director. It might be wise, since Memorial Auditorium is presently unattached to any department or group, to put its direction totally in the hands of the director.

The cost of this program will not be prohibitive. The budget for the Committee on Public Exercises is now $60,000 per year. Some addition will have to be made, and a reserve fund made available to subsidize special events. The quality of performance, not income, should be the concern of the impresario and his committee on all levels of their planning.

A strong commitment to help the program begin is imperative for any hope of long-range success. Our proposal is predicated, however, on the expectation that with the right kind of director and with five years to build an

audience, the program can become nearly self-sustaining by means of income and gifts. If it takes longer, however, Stanford should be ready to extend its commitment.

Respectfully submitted, June 26, 1968
The Committee on Campus Environment

Matthew Kahn, *Chairman*
Bruce G. Hinchliffe
Elliott Levinthal
Charles Meyers
Ann Rosener
Priscilla A. Schumaker
Neil Stillings
Lorie Tarshis

Appendix

Survey on Student Preferences in Housing

In the course of planning residence programs and assignments for 1968–69, an informal fact-finding committee, working in cooperation with the SES Residence Committee, conducted a survey of student housing preferences. Completed questionnaires were received from 90 percent of on-campus residents. A sample of off-campus students was included in the distribution but the rate of return was lower–50 percent for men and an unusably small 14 percent from women.

The short-term success of the planning guided by this survey is demonstrated by the fact that it was possible to assign 94 percent of the men and 97 percent of the women to the type of program listed as their first choice for this year. Ingenuity, open-mindedness, and the computer can combine to satisfy student preferences in residential programs.

Of interest in long-range planning are the distributions of student preferences in housing. First the questionnaire listed some 40 characteristics of the residences including physical facilities, program, and occupancy. Respondents were asked to rate each characteristic on a five-point scale, from 1 ("extremely undesirable") to 5 ("extremely important"). Following are the most and least favored characteristics, by sex:

Men

Mean Rating	*HIGH*
4.52	Lounge
4.27	Active social program
4.22	On campus
4.21	Recreation room – ping pong, billiards, etc.
4.09	Coeducational – men and women in the same house
3.88	Lecture or discussion series
3.87	Seminars (not required, but encouraged)
3.85	R.A.'s or tutors
	LOW
1.59	Large dormitory with no eating facility
1.72	More than 90 people in the residence unit
1.97	Seminars – required
2.05	Large dormitory with common dining hall, common lounge, and no house subdivision

Women

	HIGH
4.58	Lounge
4.20	On campus
3.99	Integrated – sophomore through senior
3.94	Lecture or discussion series
3.92	Study or common rooms on corridor
3.92	High-rise apartment (like Hoskins)
3.92	Seminars – not required, but encouraged
3.92	Coeducational – men and women in the same house
3.91	New people in the residence determined by draw
3.90	Small lounges – private, 2–6 people

LOW

1.54	Large dormitory with no eating facility
1.94	More than 90 people in the residence unit
1.99	Seminars – required
2.14	New people in the residence determined by selection according to academic or other criteria

Respondents were then asked, "If you were able to determine your ideal residence as an undergraduate, what five factors would you be certain to include?" The question was repeated in the negative: "What five factors would you be certain to exclude?" There was no suggested list of items, so students were free to name any factors which occurred to them. Following are the results in rank order for respondents, and by sex:

\+ indicates factors mentioned positively, to be included
– indicates factors mentioned negatively, to be excluded
% means percentage of total people responding to questionnaire

Factors Included in Ideal Residence

	All Students N=3448		Men N=2166		Women N=1282	
Rank	*Factor*	*%*	*Rank*	*%*	*Rank*	*%*
1	COEDUCATION	54	1	55	1	53
	+ Coeducation	42		43		39
	– All of one sex	12		12		14
2	SMALL HOUSE	43	2	40	2	49
	+ Small house or dorm	23		21		27
	– Large dorm	20		19		22
3	PROXIMITY TO CAMPUS ACTIVITIES	31	4	32	3	30
4	PHYSICAL FACILITIES – ATTRACTIVE	26	5	28	7	24
	+ Physical facilities	18		19		17
	– Cell block – sterile construction	8		9		7
5	INTEGRATION OF CLASSES	25	7	24	4	28
	+ Integration	18		17		21
	– Segregation	7		7		7
6	SOCIAL PROGRAM	25	3	32	19	12

	All Students N=3448		Men N=2166		Women N=1282	
Rank	*Factor*	*%*	*Rank*	*%*	*Rank*	*%*
7	NO MANDATORY ACTIVITIES	25	6	24	6	25
	+ No mandatory academic activities	11		12		10
	+ No mandatory activities	8		8		9
	+ No mandatory social activities	5		4		6
8	ACADEMIC ACTIVITIES	22	8	22	8	23
	+ Academic program	13		15		11
	+ Seminars	9		8		12
9	FRIENDLY, DESIRABLE, CONSIDERATE HOUSEMATES	18	11	19	14	16
10	DIVERSITY OF MEMBERS	17	10	20	16	14
	+ Diversity	9		10		7
	– Similarity of members	8		10		6
11	GOOD FOOD	17	9	20	22	12
12	SINGLE ROOM	16	20	11	5	26
13	QUIET	16	13	16	13	16
14	EATING FACILITIES	16	18	12	9	21
15	NO REGULATIONS	15	17	13	11	19
	+ No regulations	8		10		5
	+ No social or open-house regulations	7		3		13
16	LOUNGE	15	16	14	12	18
17	DRAW FOR NEW MEMBERS	15	12	16	17	14
	+ Draw	4		4		4
	– Selection	11		12		10
18	PRIVACY	13	23	8	10	20
19	STUDY FACILITIES	12	19	11	18	13
20	COMFORT AND CONVENIENCES	10	22	9	21	12

These results should prove helpful in future planning and reflect the diversity of preference which has influenced recommendations by the Residence Committee and the SES Steering Committee that a wide variety of choices be provided.